



Swinburne University of Technology

2000 Annual Report

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April 2001

The Hon Lynne Kosky MLA
Minister for Post Compulsory Education, Training and Employment
State Parliament of Victoria
Spring Street
Melbourne 3000

Dear Minister

It gives me great pleasure to submit the 2000 Annual Report including the Report of Operations and the Audited Financial Statements for Swinburne University of Technology in accordance with the Financial Management Act 1994.

Yours sincerely

J.G. Wallace
Vice-Chancellor

Vice-Chancellor's Overview

In the year 2000, Council again refined and consolidated the strategic directions which the University has been pursuing with determination in recent years.

Council adopted the Statement of Direction 2010 as the top-level strategic planning document for the whole university.

The University's overall strategic thrust is to become a pre-eminent entrepreneurial university of the Asia-Pacific Region. Five major strategic themes were adopted to guide the University's development:

- The Entrepreneurial University
- Learning and Teaching
- Research
- Globalisation
- The Intersectoral Advantage.

On 3rd and 4th August, the first University Planning Conference was held. Participants from every unit in the University took part in a two-day meeting of presentations and workshops on the major issues facing Swinburne as it entered the twenty-first century. The conference was universally judged to be a great success, and helped to harmonise strategic directions at the unit level with the University level, as well as building team spirit.

In support of the Entrepreneurial University initiative, the Academic Board approved a major report on its academic implications, including a number of far-reaching recommendations designed to support the development of innovation and entrepreneurship skills in the student body. To the same end, the first Swinburne Venture Cup business planning competition was held. \$30,000 in prizes, donated anonymously, was awarded to student teams from all Australian divisions who developed business plans to commercialise innovations.

Swinburne was selected as the Australian node in the Global Entrepreneurship Monitor (GEM) program, which is part of a world network monitoring a range of entrepreneurial attributes in the participating nations.

One of the most exciting developments in 2000 was the acquisition of Swinburne University Hospital, as it is now called. The Hospital was acquired with the support of a donation of \$2 million, the largest single donation in the history of Swinburne. It is a 62-bed facility, located close to the Hawthorn campus. Swinburne's Graduate School of Integrative Medicine is guiding the development there of a novel type of hospital environment, in which evidence-

based complementary treatments will be integrated with surgery and medicine. The project affords a great opportunity for the School to put its philosophy of integrative medicine into effect, and will also facilitate the development of its teaching and research programs.

The Australian Foresight Institute, the groundwork for which had been laid in 1999, commenced operating in 2000. Essential members of the team were assembled. A nested suite of programs in strategic foresight was accredited by the Academic Board, culminating in the Masters degree. These are the first programs in foresight to be offered in Australia and the first of their type (applied and oriented towards business) in the world. Also in 2000, the Institute delivered its first short courses, tailored to the requirements of clients. These were delivered on-site and interstate.

The Higher Education Division as a whole continued its pursuit of excellence. At the undergraduate level the high demand for Swinburne courses saw the ENTER cut-off scores rise to 80 or above for almost all programs, with 10 courses with ENTER scores above 80, 14 above 85 and 2 courses above 90. A total of 303 students with ENTERs of 90 and above commenced study with the Division in 2000.

In 2000 the University made great strides towards its goal of becoming a research-intensive university of technology. In July the University submitted to the Department of Education, Training and Youth Affairs (DETYA) research performance data for 1999. Total research income for 1999 was 6.1% higher than for 1998 (when a 38% increase had been recorded – partly as a result of some extraordinary items). It was a significant achievement to gain a further increase after such a large increase in 1998. The publications index for 1999 was 24% higher than for 1998. As a consequence of these improvements, there was an 8% increase in the Research Quantum allocation granted during the year for 2001. Likewise, the allocation for the Infrastructure Block Grant (RIBG) increased by 8%.

In the 2000 Large Grant round Swinburne performed exceptionally well, winning 5 new grants. More importantly, the total amount of funding awarded was 47% greater than in 1999. 8 new grants were awarded in the Strategic Partnerships with Industry – Research and Training (SPIRT) Scheme, and funding over three years was 133% greater than that awarded in 1999.

Flexible delivery and online learning was identified as a priority for the TAFE Division. Many projects and initiatives in flexible delivery attracted external funding,

contributing to the goal of increasing the proportion of non-recurrent funding. Examples include:

- ANTA Learnscope Professional Development support for implementing new technologies over a three year period
- ANTA Toolbox projects, two as lead agent – Information Technology and two in consortia – Office Administration, and Retail
- PETE Online Development in the areas of Recreation, Generic research skills and Business Services
- Several projects under contract to TAFE Frontiers, of which Swinburne is the lead agent

As noted in last year's Annual Report, the Division of Swinburne, Lilydale continues to perform at a high level despite inadequate funding. To alleviate the situation and to enhance educational opportunity in Melbourne's outer eastern region – parts of which rank among the most educationally disadvantaged regions in Victoria – the University had two primary objectives for Swinburne, Lilydale in 2000:

- to convert overenrolment places to fully-funded load
- to increase fully funded load to 2,000 EFTSU.

In 2000 efforts were made to obtain support for the desired increase in fully funded load, in particular, raising awareness of state and federal members of both houses, key public servants and government advisers. Stakeholder support is strong and growing.

Despite a necessary move to off-campus accommodation in order to have space for its needs, Swinburne Lilydale's Centre for eBusiness and Communication in 2000 commenced a new postgraduate diploma and masters degree. The Centre's goal is to become a leader in providing innovative, cost effective and flexible learning programs, and industry-based applied research and consultancy, in the emerging field of electronic business and communication. It advanced an important step towards this goal when funding was received for a joint program involving 10 local government, business and community organisations. In all, joint University/community projects valued at over \$500,000 were commenced during the year

The first intake of students at Swinburne Sarawak Institute of Technology commenced in August, 2000. The first programs were Skills Enhancement Programs and Pre-University Programs in Business and Engineering. The Pre-University Programs prepare students academically for their degree studies in Business and Engineering, which will be starting in January 2001.

The Skills Enhancement Programs were specially developed by staff from both Swinburne Sarawak and Swinburne in Melbourne to meet State workforce requirements for computer technicians. These programs were designed to meet National Occupational Skill Standards as specified by the National Vocational Training Council of Malaysia and graduates will receive both Swinburne Sarawak certificates as well as certificates from the National Vocational Training Council which are fully recognised throughout Malaysia. In all, 130 full-time students were enrolled during 2000.

Swinburne Sarawak has an excellent first campus in Kuching, capital of Sarawak, with high-quality lecture rooms, computer laboratories, engineering workshops, auditorium, good sporting and dining facilities and state-of-the-art, Cisco-based computing and communications infrastructure. The campus can currently accommodate 1500 students.

Swinburne Sarawak benefited academically, administratively and technically from a large number of Swinburne Melbourne visitors during 2000 who contributed their expertise for periods ranging from a few days to several months. It approaches 2001 with an enthusiastic and capable staff team, and a philosophy that builds on Swinburne's reputation for a committed multisectoral approach to tertiary education and strong industry and community links.

2000 was a strong year for Swinburne Tummasiri – Laem Chabang School of Engineering (Swinburne's campus in Thailand). A Higher Diploma in Information Technology was added to its programs in Electronics and Business. Student numbers are still growing exponentially, with enrolments for the year twice that of 1999. Links with industry have continued to strengthen with ST-LCSE receiving an award from the Australia-Thai Chamber of Commerce for service to the local community. In the three years since ST-LCSE commenced operations, the demand for pathways leading from vocational through to graduate and postgraduate qualifications has become increasingly apparent. Thus, in August, the Board of Directors of Swinburne Tummasiri announced that ST-LCSE would seek Institute status in 2001, enabling it to offer full multisector degree programs.

2000 was an important year in the establishment of the National Institute of Circus Arts (NICA). The Minister for the Arts and the Centenary of Federation, the Hon. Peter McGauren MP, announced that NICA would be funded as the 5th National Centre of Excellence. NICA was able to offer preparatory and industry training programs in premises generously provided by Prime Life Corporation. At the same time a purpose built facility, shared with the

State Gymnastics Centre, was being built at the Prahran Campus. The main space in the new building will be known as the Sidney Myer Circus Studio as a result of the generous support of the Sidney Myer Centenary Fund. Funding has also been granted by the J T Reid Charitable Trust, the Helen Schutt Foundation and the Pratt Foundation.

It was with sadness that the University farewelled its foundation Chancellor, Richard Pratt AC, who resigned during the year. During his eight years in office, Richard Pratt went beyond the conventional duties associated with the office and set about supporting and inspiring the management and the staff to aspire to and achieve the highest goals. He played a key role in building a research base at Swinburne, partly by funding many research initiatives, either through the Pratt Foundation or through contract research commissioned by his company, Visy Industries. In November, the University awarded him an honorary doctorate, in grateful and sincere recognition of his outstanding service to Swinburne and the community. In addition, the Lilydale campus was renamed the Pratt Campus, and the first building the Pratt building.

University Establishment

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 boar 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 at Hawthorn, through mergers with Prahran Institute of TAFE in 1992 and Eastern Institute of TAFE in 1998, Swinburne has grown from being a local provider of technical education 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.

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".

Relevant Minister

Swinburne University was established under the Swinburne University of Technology Act 1992. The relevant Minister is the Victorian Minister for Post Compulsory Education, Training and Employment.

For funding purposes and some aspects of strategic planning the relevant Minister is the Federal Minister for Education, Training and Youth Affairs.

Objectives, Functions, Powers and Duties of the University

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.

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* (1992), 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.

Nature and Range of Services Provided

The version of Swinburne's vision current during 2000 was is to be regarded as a leading technological university, focused and enterprising, excelling in vocational and professional education and research. Its mission is/was formulated as:

to provide teaching, learning and research that enhances 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, Healesville, 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.

The University continues to play a leading role in creating new approaches to integration between TAFE and Higher Education 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 offers 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.

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 in Australia is headed by a Divisional Deputy Vice-Chancellor.

The Higher Education sector offers the qualifications of Bachelor's degree, Graduate Certificate and Graduate Diploma, Masters, 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, access and postgraduate

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.

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, science, 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.

Swinburne University of Technology, Lilydale

Within the context of the university's mission, Swinburne, Lilydale's mission is

- to inspire and assist individuals to develop their capabilities to the highest potential for personal growth and fulfillment, and for effective participation in the community.
- To advance, and to further the application of, knowledge and understanding for the benefit of society.

Swinburne, Lilydale offers degree and other 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. In 2000 its programs comprised:

- 14 undergraduate degree courses (7 bachelor degrees, 3 double bachelor degrees, 4 dual (higher education and TAFE) awards)
- 3 honours programs
- 2 postgraduate courses (1 graduate certificate, 1 graduate diploma)
- 1 higher degree (master)

- single subject study for people not desiring to enrol in a full course
- participation in Swinburne Summer Semester programs
- a 'Teacher Release to Industry Program'

In addition to its own programs, Swinburne, Lilydale supports and hosts various community programs, such as the Yarra Ranges Community Electronic Access Network (YNET).

In 2000 the Division commenced preparation of three business courses (a bachelors degree, postgraduate certificate and a postgraduate diploma) to be offered through Open Learning Australia.

Swinburne, Lilydale's programs and activities are noteworthy for their inclusion of four core subjects forming a compulsory part of all Swinburne, Lilydale bachelor degree courses and dual award, vigorous Industry-Based Learning and Work-Integrated Learning activity, and a growing international student exchange program.

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 eCommerce
- School of Engineering
- School of Social Sciences.

The TAFE Division delivers programs off campus and through outreach and on campus at the Hawthorn, Healesville, Lilydale, Croydon, Prahran and Wantirna campuses and in the workplace.

National Centre for Gender and Cultural Diversity

The National Centre for Gender and Cultural Diversity (previously the National Centre for Women) is based at the Hawthorn Campus. It has built an international reputation for innovative, collaborative projects centred on gender and diversity. The Centre's staff are highly experienced in conducting research and delivering programs in technological work and study areas where women are under-represented, and have particular skills in developing and managing change projects that face high resistance.

The Centre also organises the Awards for Women in Non-Traditional Areas of Work and Study, now in their sixth successive year. Swinburne is a major sponsor of the

awards and, in 2000, other sponsors were Ansett Australia, ANTA, Group Training Australia, McDonald's, Southcorp and the Department of State and Regional Development. The award winners in 2000 were:

Higher Education

Angie Loh, University of Western Australia

IBM E-Business Award

Adele Howard, Fraynetwork Media Productions

Less than Five Years Experience in the Workforce

Michelle Borrett, General Motors Holden

More than Five Years Experience in the Workforce

Catherine (Tassin) Barnard, AMP

New Apprenticeship

Karen Kirkpatrick, Woolworths

Self-Employed

Penny Paul, Melbourne Home Buyers Advisory Service

Vocational Education and Training

Josephine Sensi, South Australian Metropolitan Fire Service

University Companies and Subsidiaries

The following companies are subsidiaries of Swinburne University of Technology:

- Swinburne Limited;
- National Institute of Circus Arts Limited;
- Centre for Innovation and Enterprise Pty Ltd;
- Swinburne Graduate School of Integrative Medicine Pty Ltd.

The following companies are subsidiaries of Swinburne Limited:

- Neurometric Systems Pty Ltd; and
- Institute for Innovation and Enterprise Ltd.

Members of Swinburne Council 2000

Table 1 below details membership of Swinburne Council in 2000.

Table 1: Membership of Swinburne Council 2000

NAME OF MEMBER	QUALIFICATIONS, HONOURS AND AWARDS	CATEGORY OF MEMBERSHIP
Mr R (Richard) PRATT (Chancellor) (to 17 April 2000)	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
Mr L (Luke) GAHAN		Elected by higher education students
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 J (John) PERRYMEANT		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
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

Senior Officers and Their Areas of Responsibility

Chancellor

R Pratt AC (until 17 April 2000)

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.

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

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

Divisional Deputy Vice-Chancellor, Swinburne, Lilydale

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

Divisional Deputy Vice-Chancellor, TAFE Division

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

The Deputy Vice-Chancellors and Directors in charge of each Division are 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, FICHe, FIEAust, Ceng, FRACI, CChem

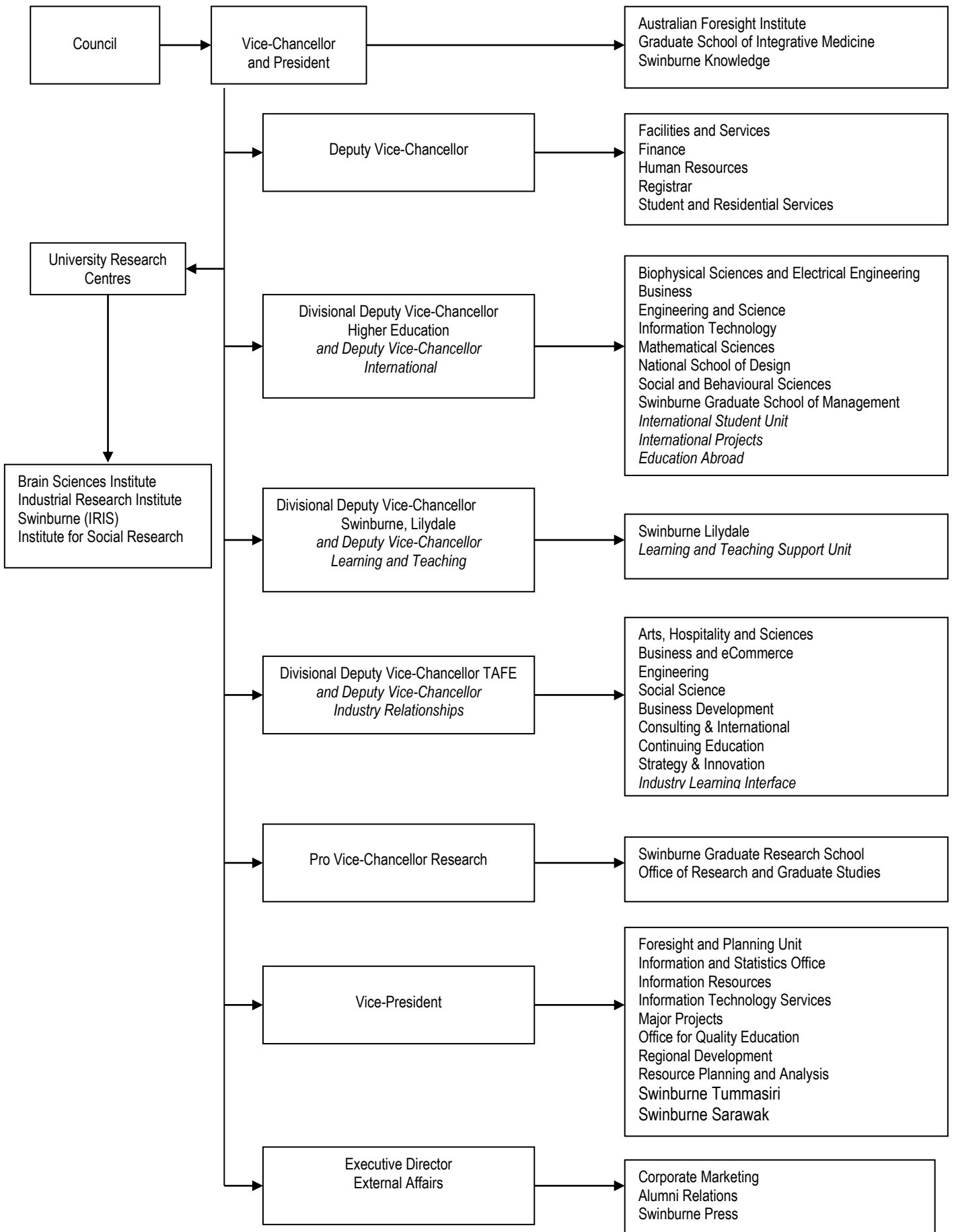
The Pro Vice-Chancellor, Research is responsible for the leadership, planning and co-ordination of the University's research function and for operations of the Swinburne Graduate Research School.

Vice-President

S Murby, BSc(Hons)(La T), GradDipEd(Hawthorn), FRSA

The Vice-President leads the University's Information Management Group and is responsible for facilitating the University's globalisation initiatives.

University Organisation Chart



Workforce Data

A comparison of staff employed by the University between 1998 and 2000 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 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 aware of equity issues.

The TAFE Division has a cultural diversity policy and reports to the Office of Post-Secondary Education, Training and Employment on the achievement of

strategies and outcomes that facilitate involvement and input by people from diverse backgrounds.

An Indigenous Employment Policy has been developed after extensive consultation with Swinburne Staff and the Indigenous Consultative Assembly. The policy will go to Council for approval in early 2001. The appointment of an indigenous academic staff member and a prominent indigenous community member as Adjunct Professor in the Swinburne, Lilydale Division is notable.

The Anti-Discrimination and Sexual Harassment Policies and Procedures have continued to be implemented with the training of advisors and investigators and the establishment of an Advisors Network. A comprehensive on-line training package on the prevention of harassment and discrimination has been purchased, installed and made available to all staff via the University intranet.

Table 2: Workforce Data 1998-2000

		Number Staff at 31.12.98*	Number Staff at 31.12.99	Number Staff at 31.12.00
Academic Staff				
Higher Education	Full-time	301	299	364
	Part-time	46	58	75
	Sessional	140	121	141
TAFE	Full-time	292	304	301
	Part-time	169	178	188
	Sessional	275	283	259
General Staff (University-wide)	Full-time	604	558	685
	Part-time	259	168*	211
Totals		2086	1801	2224

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

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 below details statistics relating to FOI activities for the University during 2000.

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 2000

Number of Requests	4
Number of Requests Refused	0
Number of Requests Awaiting a Decision	0
Number of Decisions to Release:	2
- in full	2
- in part	
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 Tribunal Appeals	0
Exemptions cited	s.33(1)
Other Provisions Cited	Nil
Fees and Charges Collected	\$20

Organisation and Functions of the University

Refer to pages 14-15 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, reports 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 2000 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

Mr. Gregory Stevens
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>.

Summary of Financial Results

A summary of financial results for 2000, compared with results for the preceding five financial years, is provided in Table 4 below.

Table 4: Summary of Financial Results 1995-2000

	1995 \$000	1996 \$000	1997 \$000	1998 \$000	1999 \$000	2000 \$000
Net Assets	137,041	157,783	169,468	220,629	223,329	280,033
Operating Surplus (Deficit)	12,834	16,992	10,019	2,587	2,700	11,738
Overseas Students Fee Revenue	10,337	11,837	13,424	15,178	20,807	24,323
Commonwealth Government Grants	56,315	67,987	59,349	53,050	47,069	53,219
State Government Grants	32,128	29,641	25,360	50,979	48,510	54,405

Summary of Significant Changes in Financial Position during 2000

There were no significant changes in the University's financial position during 2000.

Operational Objectives for 2000 and Performance against Objectives

The report on performance of operational objectives for 2000 will be made against the University Strategic Directions Statement 1999-2001 which has seven key goals:

- People;
- Teaching and Learning;
- Relevance;
- Innovation and Research;
- Management and Infrastructure;
- Internationalisation; and
- Partnerships.

As indicated in the Vice-Chancellor's overview, University objectives were reviewed during 2000, and the Statement of Direction 2010 was published in December 2000 (available on the University's web site: <http://www.swin.edu.au/corporate/fpu>).

The University is perusing a future as a pre-eminent entrepreneurial university from the Asia Pacific region. Five strategic themes underpin that future:

The Entrepreneurial University
Globalisation
Research
Learning and Teaching
The Intersectoral Advantage

Implementation strategies for each of these five themes is underway, and the University is working towards aligning its academic and administrative activity with those themes. In future years, the University's performance report will also be structured by these five themes.

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.*

Human Resources Initiatives

A detailed University-wide Human Resources Strategic Plan was adopted, which identifies the strategic priorities for the University in the staffing area. The plan adopts a range of significant Human Resource initiatives for 2000 – 2001. These include staff attitude surveys, the introduction of a performance management system, major initiatives in

the area of Occupational Health and Safety, a Management Development Program, other staff development initiatives, major policy reviews, plus initiatives to significantly improve the University's HR information systems capabilities. Progress has already been made in a number of these initiatives during 2000.

A new Appointments Policy and Procedure was implemented throughout the University, supported by training for staff in selection. The focus of the policy and procedure is on enhancing our ability to respond quickly in a competitive market place, as well as providing greater flexibility and ownership of the recruitment process at the organisational unit level.

A University-wide review of staff development procedures and practices was conducted, utilising the Swinburne Quality Management System. This review led to a range of recommendations to improve the way human resource development is delivered within the University.

Communication and consultation was enhanced by the establishment of a new Human Resources Consultative Committee.

The reprofiling of courses within the Higher Education Division at the beginning of 2000 has required corresponding adjustments to the staffing profile within the Division. Other activities included the making of a number of key appointments in strategic areas of research, and the further review and rationalisation of the management structure within the TAFE Division following the merger with Eastern Institute of TAFE.

The TAFE Division developed and deployed its Human Resources Strategy Plan focussed on attracting and retaining a flexible and evolving workforce. A Performance Management and Development system was implemented for Department Managers, with planning underway to extend this system to TAFE teaching staff.

A comprehensive set of human resource procedures for TAFE Teachers was developed and made available on the University's Intranet and a new appraisal system for TAFE middle managers was successfully piloted.

Industrial Relations

No time was lost during 2000 due to industrial disputes. A Certified Agreement covering TAFE teachers was successfully negotiated and approved by the Australian Industrial Relations Commission. In-principle agreement was reached in regard to the remaining two expired

certified agreements covering academic, general and maintenance staff.

Meanwhile, the University was successful in gaining the approval of the Federal Government in its application for 2% supplementation under the Government's Workplace Reform Program.

Occupational Health and Safety

The University endorsed new directions in 2000 for Occupational Health and Safety (OH & S) arrangements and committed itself to further enhancing awareness and skills throughout the University in this area. The new direction was best represented by the establishment of a new peak University OH&S Committee and campus OH&S committees on each of the University's five major campuses. The new directions also include the development of a management training program in OH&S which will require a compulsory attendance by all managers and the development of comprehensive OH&S support materials to assist managers in fulfilling their OH&S responsibilities. Management accountability for OH&S is a key theme of the new directions for OH&S and this will require managers to undertake regular inspections of their workplaces and develop effective risk management strategies.

Staff Satisfaction

The TAFE Division developed and trialed a staff satisfaction survey as a means to assess the effectiveness and culture of the Division while also providing an insight into improvement opportunities.

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 and social interaction;
- programs which stay at the forefront of knowledge; and
- the development of graduates who are effective citizens and contributors to society.

Student Numbers

Table 5 below details student numbers (headcount) over the past three years.

Table 5: Student Numbers 1998-2000 (Head Count)

Division	1998	1999	2000
Higher Education (including Lilydale)	11221	12022	12523
TAFE	30041	29166	23532
Total	41262	41188	36055

Innovative Curriculum Development

Strategic Foresight

A nested postgraduate suite of programs in Strategic Foresight were accredited during 2000 comprising the Graduate Certificate, Graduate Diploma, Masters and Doctorate of Strategic Foresight. Strategic Foresight is expected to become one of the key growth areas in management training and addresses the need to reinvigorate standard MBA programs with new thinking and new approaches.

IRIS

Two new courses offered are PhD (Industrial) and Masters (Industrial) designed for people who are working in R & D Departments in industry. These provide opportunities to enhance career prospects and help industry grow through strategic alliances with Swinburne.

Call Centre Operations

A new Certificate II in Communications (Call Centre Operations) took its first students in 2000. The course will provide training for staff in the call centre industry which is growing by 25% per year.

Photonics

A new Bachelor of Science (Honours) program in Photonics was introduced. This program addresses the growing needs for graduates in photonics as well as providing a mechanism for recruitment of Postgraduate Research Students in Photonics.

MBA and Entrepreneurship

The graduate management programs provided by the Swinburne Graduate School of Management have been consolidated into a smaller number of programs (MBA, Master of Entrepreneurship and Innovation, PhD and DBA). All have a strong focus on Entrepreneurship.

Flexible Learning

The TAFE Division developed a draft Teaching and Learning Strategy to provide a framework for the development and delivery of more flexible programs within the Division.

Schools in the Higher Education Division have reviewed flexible delivery practices with 347 subjects now having a web presence. Off-campus delivery of courses is also increasing, particularly in Aviation and Housing postgraduate programs.

Three courses offered at Swinburne, Lilydale were accepted by Open Learning Australia for commencement in 2001: Bachelor of Business; Graduate Certificate and Graduate Diploma of Business in eBusiness and Communication.

All Swinburne, Lilydale subjects now have a web presence.

Australian National Training Authority (ANTA) Flexible Learning Fellowships were won by Joan Cashion, Director of the TAFE School of Social Sciences and Judy Bissland, Director of the TAFE School of Business and Commerce.

ANTA Learnscope Professional Development funding of \$75,000 a year for three years was obtained for internally focussed professional development programs on implementing new technologies. The funding will be used for staff action learning projects related to flexible and online learning.

Learning and Teaching Support

Learning and Teaching Support continues to promote and support the commitment of the University to flexible approaches in learning and teaching. One of the main aims of flexibility is to facilitate student-centred learning - i.e. students being able to choose, where, what, when and how they learn, using a medium most suitable to them.

In 2000, Learning and Teaching Support was commissioned by DETYA, as part of the Evaluations and Investigations Program, to investigate the effectiveness of models of flexible provision of Higher Education in Australia. Flexible provision refers here to offering supported choice to students in matters such as the time and place of study, the pace at which they proceed, the forms of tuition employed, whether they work independently or collaboratively, the content they study and the form of assessment used.

Quality Assurance

During 2000, 569 Higher Education subjects were evaluated in the University's Subject Evaluation System. This System uses student feedback to assess the quality of a range of teaching and learning attributes. Every Higher Education subject is assessed each year.

Information Resources

Swinburne's web-site was completely re-designed, with the aim of providing a more consistent set of navigation elements to facilitate easy access to information on the site. Web access to the library catalogue was enabled in mid-2000 complementing a significant move towards providing access to information resources via the web. Work on the creation of a digital reserve collection commenced with the aim of implementing an e-reserve pilot project at Lilydale in Semester 1 2001.

Undergraduate Student Scholarships

The University continues to offer a range of scholarships for undergraduate students. The Higher Education

Division (Hawthorn/Prahran) and the TAFE Division jointly hosted an inaugural ceremony to award Foundation Scholarships for students commencing undergraduate and TAFE courses at Swinburne in 2000 who had achieved high ENTER scores in their VCE. In all there were 29 scholarships awarded - 8 TAFE scholarships valued at \$1,500 each and 21 Higher Ed scholarships which are fee waiver scholarships.

Higher Education Division ReProfiling

The Higher Education Division undertook a review of its teaching and research profile following a change in the government funded student load profile, increasing demand for its courses and the University's emphasis on research intensity.

The School of Business completed a review of the School's profile and proposed new staffing and course profiles to meet the University's undergraduate and postgraduate teaching and research objectives. The Schools of Engineering and Science and Mathematical Sciences engaged in a similar re-profiling exercise. As a result of this reprofiling the government funded commencing load for almost all undergraduate courses was reduced, and the following courses were closed: postgraduate Japanese and Korean courses; Bachelor of Business/Bachelor of Arts (Korean); Bachelor of Applied Science (Mathematics and Computing); and Bachelor of Applied Science (Chemistry).

The Bachelor of Engineering (Manufacturing) was consolidated into the Bachelor of Engineering (Mechanical). New degrees in Biotechnology Science and Biotechnology Engineering were introduced by the School of Engineering and Science.

The Graduate School of Management also reviewed its profile to focus on teaching and research in entrepreneurship and innovation. Postgraduate nested courses in international business, management-, leadership and organisation dynamics were closed, while existing MBA programs were consolidated into a distinctive new MBA with the overarching themes of entrepreneurship, innovation and international business.

Summer Semester

Summer semester courses continued to increase in popularity, particularly in business and information technology, with a growth in the number of subjects offered. At Swinburne, Lilydale, 12 summer semester subjects were offered, all online, and all to be offered through Open Learning Australia.

National Institute of Circus Arts (NICA)

NICA was successful in attracting funding from the Federal Government for 2000-2002. Together with the construction of a new building at the Prahran Campus, this funding establishes NICA as the national training provider for the Circus Arts in the foreseeable future, and is a key step forward in strengthening Swinburne's competitive advantage in the wider area of Performing Arts.

Convergent Communications

During the past five years Swinburne has developed a range of course programs and research projects in an area generically known as 'convergent communications'. Convergent communications primarily involves interface, mergers and alliances between the information technology (process), telecommunications (carriage) and media (content) sectors. In 2000, Professor Trevor Barr was appointed to the position of academic leader and facilitator of convergent communications to foster greater collaboration across the University in coursework programs, research potential and international alliances, in both TAFE and Higher Education.

Intersectoral Developments

An exciting new initiative was the development of two fully nested intersectoral degrees in eCommerce and Multimedia, designed to cater for international students and local students who achieved TERs just below the cut-off score. Both degrees are being developed jointly between TAFE and Higher Education. One of these, the Bachelor of Business (E-Commerce) consists of a nested TAFE Diploma (year 1), TAFE Advanced Diploma (year 2) and degree in the third year. This means that if students exit at the end of any of these three years, they still have a recognised qualification for employment in the industry. This is an excellent example of the University capitalising on the intersectoral advantage.

A strategy for the implementation of graded assessment in the TAFE Division from 2001 was completed in order to improve pathways between TAFE and higher education programs.

In the Higher Education Division, the Bachelor of Building Surveying now has a true TAFE feeder entry program, with the first two years of the course taught by TAFE. The Bachelor of Arts/Diploma in Business Administration is almost predominantly taught by TAFE in the first two years. Further opportunities will be investigated and developed in areas where TAFE and Higher Education disciplines are strategically aligned.

TAFE Tender Success

During 2000, the TAFE Division was successful in a number of significant tenders to deliver training programs within Australia:

- Graduate Certificate in Business (Management of International Education) for the State Training System;
- "Falls Prevention Strategy" in conjunction with the Inner and Eastern Health Care Network;
- customised version of the Certificate IV in Human Resources for the Australian Workers Union;
- print based and on-line resources in Business and Community Services for TAFE Frontiers;
- on-line development in Business Services, Generic Research Skills and Recreation for PETE.

The TAFE Division was also successful in obtaining three Australian National Training Authority Toolbox Projects in 2000:

- one as lead agent – Information Technology; and
- two in consortia – Office Administration (Diploma) and Retail (Certificate II).

Policy Reviews

A major review of the University Assessment Policy and Procedures occurred during 2000 and will be finalised during 2001.

Teaching Excellence Awards

Swinburne Excellent Teacher (Joint Winners)
Janet Bryant, Swinburne, Lilydale
John Schwartz, Social & Behavioural Sciences

Swinburne Excellent Teacher TAFE

John Butler, Arts

Certificate of Commendation: Madelyn Lettieri, Human Services

Certificate of Recognition: Mike Russell, Computing and Information Technology

Teaching Incentive Award

Christopher Kaltenbach, National School of Design

Certificate of Commendation: Brian Yecies, Social and Behavioural Sciences.

Courses Accredited and Reaccredited in 2000

Higher Education Sector Undergraduate

- Bachelor of Arts with Honours – Psychology Stream;
- Bachelor of Business;
- Bachelor of Business/Bachelor of Arts in Languages;
- Bachelor of Business in eCommerce;
- Bachelor of Circus Arts;

- Bachelor of Engineering in Biotechnology;
- Bachelor of Engineering in Biotechnology/Bachelor of Business;
- Bachelor of Engineering in Biotechnology/Bachelor of Science in Biotechnology;
- Bachelor of Science in Biotechnology;
- Bachelor of Science in Biotechnology/Bachelor of Arts in Media and Communications;
- Bachelor of Science in Biotechnology/Bachelor of Business;
- Bachelor of Science with Honours in Biophotonics;
- Bachelor of Science with Honours in Biotechnology;
- Bachelor of Science with Honours in Optronics and Lasers;
- Bachelor of Social Science;
- Bachelor of Technology in Air Transportation Management;
- Bachelor of Technology in Air Transportation Management/Bachelor of Business;
- Bachelor of Technology in Aviation;
- Bachelor of Technology in Aviation/Bachelor of Business;

Higher Education Sector Postgraduate

- Doctor of Strategic Foresight incorporating the Master of Science in Strategic Foresight; Graduate Diploma of Science in Strategic Foresight and the Graduate Certificate of Science in Strategic Foresight;
- Graduate Diploma of Information Technology in Electronic Commerce Systems incorporating the Graduate Certificate of Information Technology in Electronic Commerce Systems;
- Graduate Diploma of Social Science in Psychological Studies;
- Master of Business Administration incorporating the Graduate Diploma of Business Administration and the Graduate Certificate of Business Administration;
- Master of Business in eBusiness and Communication incorporating the Graduate Diploma of Business in eBusiness and Communication and the Graduate Certificate of Business in eBusiness and Communication;
- Master of Business in Human Resource Management incorporating the Graduate Diploma of Business in Human Resource Management and the Graduate Certificate of Business in Human Resource Management;
- Master of Business in Leadership and Organisation Dynamics Incorporating the Graduate Diploma of Business in Leadership and Organisation Dynamics and the Graduate Certificate of Business in Leadership and Organisation Dynamics;
- Master of Convergent Communications incorporating the Graduate Diploma of Convergent

Communications and the Graduate Certificate of Convergent Communications;

- Master of Engineering in Microelectronic Engineering incorporating the Graduate Diploma of Engineering in Microelectronic Engineering and the Graduate Certificate of Engineering in Microelectronic Engineering;
- Master of Engineering in Microsystem Technology; incorporating the Graduate Diploma of Engineering in Microsystem Technology; and the Graduate Certificate of Engineering in Microsystem Technology;
- Master of Psychology in Counselling Psychology;
- Master of Psychology in Health Psychology;
- Postgraduate Diploma of Psychology;
- Professional Doctorate of Psychology in Counselling Psychology;
- Professional Doctorate of Psychology in Health Psychology.

TAFE Sector Courses

- Bachelor of Circus Arts incorporating Diploma of Circus Arts and Certificate IV in Circus Arts;
- Certificate III in Business (pre-Foundation, International);
- Certificate IV in Community Services (Social Housing);
- Diploma in Business (eCommerce)
- Advanced Diploma in Business (eCommerce)
- Graduate Certificate in Business (Executive Administration);
- Graduate Certificate in Business (Small Business Management)

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.*

Industry Relationships

A review of the Industry Relationships area University wide during 1999 led to changed arrangements in 2000.

Swinburne Industry Network

The Swinburne Industry Network was formed as a loose group of staff whose work involves them working directly with industry. The group met several times to provide opportunities for initiatives to be identified which facilitates greater cohesion of staff effort.

Account Management

Agreement was reached on a strategy for account management across the University which will be implemented in 2001.

Industry Liaison Database

The Research and Industry Liaison Database was scoped during 2000. This database will establish consistency of approach across the University and will be used as a tool for account management.

Industry Based Learning

Continuing strong focus was placed on Industry Based Learning (IBL) to capitalise on Swinburne's leading market position in this area. Activities included the development of new marketing materials and a new website as a central information point for students and employers with links to relevant Schools and functional areas, and planning for new intersectoral qualifications for IBL students to formalise and provide formal recognition for learning attained during IBL placements.

Careers in the Curriculum

The Careers and Employment Unit has significantly expanded its program "Careers in the Curriculum" which was piloted in the School of Biophysical Sciences and Electrical Engineering last year.

The program is designed to allow students to:

- Identify and analyse a range of their own key career related; skills, values, interests, dependable strengths and personal style
- Raise awareness of employment opportunities, the job market and employer expectations
- Develop their practical job hunting skills and knowledge enabling them to succeed in the recruitment process.

The 2001 program is being sponsored by Skilled and the program can now be offered to a broad range of Higher Education students. Where possible the program will be integrated into the students' academic timetable. Where this is not feasible the program will be offered in mid year and mid-semester breaks.

Policy Review

Policies relating to industry relationships remain under review, with a major re-development of the Industry Consulting Policy completed and implemented during 2000.

Graduate Attributes

An Academic Board Working Party was established during 2000 to consider the issue of graduate attributes and the entrepreneurial university. The Working Party considered areas such as strategic planning, [learning and teaching practices](#), [student experience](#), [staff process support](#),

[research and university support systems](#). The Working Party will continue its work in 2001.

Employer Survey

A new survey of employers to gauge satisfaction with the skills and knowledge of Swinburne graduates is being developed for implementation in 2001.

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.

Research Funding

The University's research performance continues to improve rapidly. Latest research income figures for 1999 show a 6.1% increase from the previous year, with a 24.4% increase in the publications index. The University's Research Quantum allocation from the Federal Government increased by 8%, which indicates performance substantially better than the system average.

Government White Paper on Funding for Research and Graduate Training

The outcomes of the Federal Government review of funding for research and graduate training will affect Swinburne's DETYA funding, both for research and research student places from 2002. The University has put strategies in place to deal with the funding implications arising from the White Paper.

Research Student Numbers

Table 6 below details research student numbers for 2000.

Table 6: Research Student Numbers (EFTSU)

Commencing Load PhD	83
Commencing Load Masters	56
Returning Load	256
Total Research Students	395

Leadership and Entrepreneurial Attributes Development (LEAD) Program

The first two residential modules of the new LEAD program were held during 2000, with 20 selected PhD students. This program aims to offer a group of high potential PhD students the opportunity to develop leadership and entrepreneurial skills while they are studying. The objectives of the LEAD program are to:

- equip PhD graduates with additional skills and knowledge required for a research career in industry or business;

- expose research students to the concepts of teamwork, scenario planning, communication and project management to enable them to lead R&D programs;
- broaden PhD students' understanding of the business, social, international and ethical contexts in which research is undertaken;
- develop the spirit and skills for entrepreneurship and innovation among PhD students;
- enhance the PhD experience by providing a program that develops networks among students across a range of disciplines.

Chancellor's Scholarship Program

Three Chancellor's Scholarships were awarded in 2000 with one winner, Andrew Dowling, PhD in IRIS taking up an overseas assignment. Four premier scholarships are offered each year to outstanding students for research leading to the degree of PhD. Each scholarship carries a stipend of \$25,000 and involves a period of up to six months residence in a collaborating laboratory at one of the world's leading universities. The areas available for study are at the leading edge of international research including: ultrafast (femtosecond) laser spectroscopy; excimer laser micromachining; microlasers; astrophysics and supercomputing; brain sciences and cognitive neurosciences, social sciences, micro-photonics; and human-computer interaction and cognitive engineering.

Research Grants and Scholarships

In the Australian Research Council round for 2000, the University received five Large Grants from a record 31 proposals. Two additional Grants came to the University via new staff appointments. The funding associated with these grants is 47% greater than that awarded in 1999.

In the SPIRT program, the University won eight grants, with a funding increase of 133% from 1999. The Institute for Social Research won the second largest social sciences grant awarded in the system.

The University was successful in one infrastructure (REIF) program grant and was a partner university in five others.

A START grant was awarded to the Modelling and Process Simulation Group within the School of Engineering and Science, for their contribution to the AusMelt research project. A R & D START grant was also awarded to Professor Elias Siores and Dr. Frank Lin Chen within IRIS for 3 years to collaborate with ASTA Boeing, an aerospace manufacturer, on the project titled "Automated drill, trim and finish of aerospace composite using abrasive waterjet technology."

Cooperative Research Centres

The University's involvement in five Cooperative Research Centres continues to provide outstanding research opportunities, with the Centres for Microtechnology and International Food Manufacturing and Packaging moving into new premises in the Chancellery Building.

University Research Centres

Centre for Micro-Photonics

The Centre for Micro-Photonics (CMP), headed by Professor Min Gu, was established in January 2000 with funding from the Chancellery Strategic Initiatives Program as well as Australian Research Council grants. The work of the Centre focuses on the development of optics as an important tool for industrial and medical applications. CMP is set to become a leading international centre in the area of micro-photonics – the development and use of optic and laser devices on a very small scale such as a micrometre (one thousandth of a millimetre).

Institute for Social Research

A significant achievement for the Institute in 2000 was its successful bid to join the restructured Australian Housing and Urban Research Institute (AHURI), guaranteeing a substantial research income stream for the four years of the contract.

The Institute was also successful in obtaining \$242,000 from an ARC SPIRT grant to fund research into the provision of Internet services to a high rise public housing estate in inner Melbourne. The amount granted was the second largest awarded under this scheme.

Industrial Research Institute Swinburne (IRIS)

IRIS secured substantial international funding through the award of two US Defense Advanced Research Projects Agency (DARPA) grants related to dynamic nano-sensors and a combinational database. A contract with the International Manufacturing Systems (IMS) Secretariat for sensor applications in high power industrial lasers was also obtained. The Institute was successful in obtaining grants to study the possibility of establishing a national research node to act as a central contact mechanism for industrial research in Australia. Grants were awarded to IRIS to collaborate in the area of plastic recycling with German partners, in the area of Industrial Information Technology with a number of European partners, to further develop cryogenic waterjet technology in association with German and Japanese researchers, and in the application of Microwave Technology in Japan, Korea, Germany, Italy and the USA. IRIS established a new world class Biotechnology Laboratory that specialises in Biosensors, Biofilms and Cellular Devices. The Laboratory is also focusing on bacteria, especially marine, microbes and nanobots and their applications in Bioengineering.

Brain Sciences Institute

The Brain Sciences Institute underwent several changes to its landscape throughout 2000. The Advisory Board and Executive Committee were dissolved to make way for a Board of Management. Following a two year research fellowship at BSI, Professor Paul Nunez returned to his position at Tulane University in New Orleans but not before successfully winning a Large ARC grant to support a collaborative research project. Associate Professor David Crewther BscHons (Melb) MSc (Melb) PhD (CalTech) joined the BSI research team in August 2000. His major research focus is in the field of cognitive neuroscience.

Development activities included participation as an exhibitor at the Medical Research Week and Great Australian Science Show.

Competitive research grants during 2000 included two Large ARC, 1 Small ARC and 1 NHMRC. Five industry funded grants included Blackmores Ltd, Pfizer Ltd and Efamol Ltd. The BSI was successful in obtaining support through the University's Strategic Initiative program to support major research development in the field of neuropharmacology.

The BSI student complement included 21 full time PhD students, 5 part time PhD students and 2 full time Masters students.

Promoting Research: Research Week

The University's third Research Week was held in September, with the theme 'Better Living Through Research'. The only event of its kind in the Australian university system, Research Week promotes research and its outcomes to the wider community, in particular students wanting to further their studies, businesses looking for investment opportunities and the media. Swinburne researchers made short presentations of their work to audiences from across the University and the wider community. The traditional Research Week Debate – on the topic of *Research is no longer a Gentleman's Sport* – was supplemented by the Research Dinner, at which Professor Malcolm Gilles gave the address.

Research Breakfasts

Three Research Breakfasts were held during 2000 and were addressed by:

- Professor David Pennington who spoke on safe injecting rooms;
- Dr Robin Batterham, who spoke on his discussion paper 'A Change to Change' presented to the Federal Government in 2000; and

- Dr Rod Hill, who gave the Research Week Breakfast address on knowledge management.

Graduate School of Integrative Medicine

The GSIM began its research program with nine postgraduate students. The School received funding of \$180,000 to fund two students over a three year period, and a further grant of \$90,000 over a three year period to fund postgraduate research.

A medical library was established in the School following a substantial donation of journals from the Austin and Repatriation Medical Centre. Swinburne Pathology affiliated with the School to support the School's research program.

TAFE Division

Research activities gained a higher public profile in the TAFE Division with the award of a National Centre for Vocational Education and Research project to investigate the meaning of quality learning for VET on-line learners.

Research Excellence Awards

University

Dr Russell Crawford, School of Engineering and Science for his research work in the Centre for Applied Colloid and Biocolloid Science.

External

Dr Chris Fluke, a postdoctoral fellow in the Centre for Supercomputing and Astrophysics was awarded one of only eight prestigious Victoria Fellowships by the Victorian State Government.

Appointments to key external bodies

Professor Kerry Pratt, Pro Vice-Chancellor, Research was appointed to the Premier's Council for Knowledge, Innovation, Science and Engineering (KISE) and also to the Australian Vice-Chancellor's Committee's Standing Committee on Research. These appointments are an indication of the University's growing research reputation.

Professor Elias Siores was appointed to the Manufacturing Industry Consultative Council (MICC) under the Minister for Manufacturing Industry.

Innovation and Entrepreneurship

Global Enterprise Monitor

The Graduate School of Management was selected as the Australian node of the Global Enterprise Monitor, established by Babson College and the London Business School. This has attracted substantial research sponsorship for the School.

IRIS established the Knowledge and Innovation Annual Conference which is a one week forum that includes seminars given by Postgraduate students and staff and a Business Plan competition that brings together groups of Postgraduate students working towards commercialisation of innovative business ideas and products.

Swinburne Venture Cup

As an integral part of developing an entrepreneurial culture among Swinburne students, a business planning competition was held during the second half of 2000. Teams of students developed business plans based upon their own concepts which were judged by a panel of potential investors. The Swinburne Venture Cup provides opportunities for participants to learn and experience the real process of putting an idea into practice, and provides the important experience of understanding what an investor needs to back a project. Winners in 2000 were:

TAFE Category

Starfish Productions

Juliet Gunning,
Lauren Lester,
Anna Shaw; and
Amanda May.

The students are all Small Companies and Community Theatre, 2nd year students.

Undergraduate Category

Contour Vibe Productions

Stephen Stoyan, Bachelor of Applied Science (IT) 3rd Year.

Ravi Sundram, Bachelor of Applied Science (Computer Science and Software Engineering) 3rd Year.

Julien Karolos, Electronic Design and Interactive Multimedia, TAFE, 2nd Year.

Postgraduate Category (Joint Winners)

Neobell (Master of Innovation and Entrepreneurship students)

- Simon Crean,
- Domenic Carosa,
- Caroline Matthews,
- Marie Devine,
- Tim Budge; and
- James Coffey.

IRIS Olive Harvesting (Master of Engineering Research students)

- Mark Kegel
- Robert Dvorak
- Paul Miller

Graduate Research Centre

The Graduate Research Centre continues to be a key part of the collegial research environment at Swinburne. The Centre's premises were renovated during 2000 to provide additional student space and meeting rooms and the Swinburne Musical Foundation, with Ms Joan Carden as foundation patron has been established. These activities are part of a program to make the Graduate Research Centre an integral part of life at Swinburne.

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.*

Finance

As foreshadowed in the 1999 Annual Report, the Finance Department's main foci in 2000 were ensuring compliance by the University with Goods and Services Tax (GST) legislation and completing the implementation of the allocation of shared corporate costs by means of cost drivers.

Changes to University systems were overseen and considerable staff training carried out across the University in readiness for the introduction of the GST on 1 July 2000. The high level of preparation ensured a seamless implementation and completion of lodgement on time of Business Activity Statements.

Each of the University's two major income streams – TAFE and Higher Education – will, from 2001, be charged with their full component of shared corporate costs, as determined by the cost driver model.

Steps taken to ensure the collection of an infrastructure contribution from all appropriate revenue streams has enabled the University to fast track major building refurbishment, in particular the upgrade of all Higher Education lecture theatres, which addresses a major cause of student dissatisfaction.

Further work was undertaken to utilise the Finance System to create efficiency; by minimising time taken by staff to input data into the system as a result of increasing the level of data obtained once only at source.

Customer Service

Customer Service Working Party

An informal group of staff came together during 2000 to focus on customer service improvement. The Working Party operates under the auspices of the Swinburne Management Group and consists of staff from across the University.

Registrar's Department

Multi-functional teams were established across four campuses to ensure seamless customer service for students and staff at each of those campuses.

University Service Excellence Award 2000 (Team Award) Department of Continuing Education, TAFE

Certificates of Commendation: Higher Education Division Student Administration Team; Student and Residential Services (Pahran).

Certificates of Recognition: Training Unit, Information Technology Services; University Secretariat.

Quality Management

Swinburne Quality Management System (SQMS)

SQMS is used by the Corporate and Higher Education Divisions of the University. The original SQMS version was reviewed during 2000 to streamline the number of key processes and to incorporate benchmarks drawn from the McKinnon-Walker 'Benchmarking: A Manual for Australian Universities'. A new standard for Internationalisation was also incorporated into the revised version. SQMS Version 2 will be implemented in 2001.

SQMS Quality Reviews

Nine out of the 14 learning and teaching units reported self-assessments on the key process of Assessment of Attainment. In the corporate area, eight out of 11 organisational units completed self-assessment against a number of key processes. Validation of self-assessment occurred through internal benchmarking, a process which highlighted four good practices for implementation across the University.

ISO

Swinburne TAFE has designed and is implementing an ISO9001 quality management system. The focus of current certification is teaching and learning activity across its operations on six campuses. The use of ISO by the TAFE Division reflects close alliance with industry in skills formation. The quality management system is significantly enhanced beyond the ISO standard. It is constructed around the notions of devolution and continuous improvement; devolution to the interface with the customer, stakeholder or supplier and continuous

improvement so that the whole system becomes self-sustaining. There is also an enhanced approach to the measurement of performance of the quality system in that it does not stand alone but becomes integrated into the activities of the Division as expressed through the TAFE Strategic Plan and balanced scorecard. The quality system therefore supports the implementation of the strategic and operational plans.

The quality management system is designed to allow the Division to make a smooth transition into the new ISO9001:2000 standard. The new standard places an emphasis on business excellence and sustainability, both elements of the existing Divisional Strategic Plan.

ISO 9001: 1994 certification was gained on 13 July 2000 by the TAFE Division and endorsed through a surveillance audit in November. The Division has been complimented on its quality system and, in particular, on the devolved nature of the system and the focus on teaching and learning.

Training

Staff from the Office for Quality Education facilitated the development of quality management systems at Swinburne Tummasiri LCSE by providing internal quality auditor training to staff, with 15 staff successfully completing the program.

Training was provided to staff participating in self-assessments and validation reviews. A facilitation skills training workshop was also attended by 16 staff from across the University.

Foresight and Planning

The Foresight and Planning Unit coordinated a broad review of planning processes and documentation at the University level. The first University-wide planning conference was held in August 2000, and the University Statement of Direction 2010 was published in December. This Statement of Direction outlines the future strategic directions for the University over the next decade. Work on the integration of foresight into the University Planning Framework and the development of support plans began during 2000 and will continue into 2001.

Information Technology Services

A major step forward was achieved in 2000 with the majority of ITS staff at the Hawthorn campus co-located in one building. With an emphasis on enhancing staff competencies and improving customer service, staff training and development plans were prepared, an administrative services review completed and a significant training program undertaken by Help Desk and technical staff. IT training delivery in core systems and Microsoft products continued in 2000 with an increase in the number

of University staff showing interest in web development training.

Thorough preparation and systems testing for Y2K resulted in a smooth transition for the University. The Swinburne Information Technology Enhancement Strategy (SITES) was developed during 2000 and includes plans for the renewal of all IT based equipment every three to four years. This new technology will enable the University to take advantage of many new exciting opportunities. In line with the SITES strategy, significant work has been undertaken to provide the University with an infrastructure which is robust, reliable and has built in redundancy. The major rollout will occur in 2001.

The University wide review of administrative computing (Systems 21) continued in 2000 with user requirement specifications developed for five core management information systems and tenders called for a Student and Course Administration system. The data warehouse (Pandora Plus) team was recruited, trained and continued development in line with project plans. Project management services were provided across the University for systems upgrades and enhancements.

Cyclic replacement of Standard Operating Environment desktop machines continued with 30% of Higher Education and Corporate machines replaced. The drive for consistency and standards also resulted in a further 12 information technology standards being introduced. A pilot of server based computing was carried out with the finance system and further piloting will occur in other areas in 2001.

Three student laboratories were re-cabled and new computers and servers installed to provide fast computer access for students. The Compaq Alpha cluster was installed with many redundant components thereby reducing the risk of an outage of computing services.

A number of initiatives were undertaken to improve customer service and communication both within and external to the department. For example, Account Managers were introduced and a new look ITS website created outlining services offered and how to access them. Throughout the year, maintenance and support services, associated upgrades and training was provided for core business systems. Internal version control systems were also developed as responsibility for maintenance and support for the student system moved in house.

Staff travelled to the Sarawak Campus in Malaysia to assist in the installation and implementation of new computers, servers and the latest network technology.

Technical staff were selected, advice on systems selection provided and infrastructure works monitored against specification.

Student and Residential Services

A new web page developed during 2000 was established to provide detailed information about off campus housing which has met with positive responses from prospective students and their families. Response time for enquiries has improved through increasing use of email via this website. A telephone counselling service was established as was a Critical Incident Policy.

Short term accommodation in the student residences was made available throughout 2000.

Information Resources

The Higher Education and TAFE Libraries on the Lilydale campus were combined in the redeveloped TAFE Library, and the former higher Education facility closed in December 2000. During 2000 a Swinburne Intranet was established. Two significant benchmarking activities were commenced in the areas of Reference/Information and Reshelving/Checkin. Swinburne also participated in a national inter-library loans benchmarking project.

Organisational Structure

A review of organisational structure in the TAFE Division highlighted opportunities for improved customer service and resulted in a restructure of Schools around academic disciplines and the development of management teams to oversee campus operations in a strategic manner.

Statutes and Regulations Amended in 2000

- Regulation 13 for TAFE courses revised
- Draft amendment to Regulation 18, Titles for People Associated with the University completed.

Statutes may be viewed on the University's Policies and Procedures database at www.swin.edu.au/corporate/registrar/ppd/.

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.

Overseas Campuses and Operations

The University's overseas operations were enhanced in 2000 with the opening of the Swinburne Sarawak Institute of Technology in August.

SUT has established a new campus in Crete, Greece, as part of its expansion to Europe. This campus has been established through a strategic alliance with the Mediterranean Agricultural Institute at Chania (MAICH). Both undergraduate and postgraduate courses are offered and the collaboration has allowed SUT to participate in European Union R & D programs. The campus at MAICH will provide the springboard for Swinburne to establish a prominent position in Europe and a dominant position in the Balkans.

International Student Enrolments

Enrolments for new international students increased by 24.8% for the period 1999 to 2000. The details of these figures are presented in the table below:

Table 7: International Student Enrolments 1999-2000

Division	1999	2000	%Change
TAFE (including Foundation Year)	424	541	27.6
Undergraduate	523	662	26.6
Postgraduate	355	486	36.9
Total	1302	1689	29.7%

International student enrolments are well dispersed and show continued growth in all sectors of TAFE, undergraduate and postgraduate. In 2000 the largest growth occurred at the TAFE (up 27.6%) undergraduate (up 26.6%) and postgraduate (up 36.9%) levels where courses in Computing, Information Technology and Multimedia have increased significantly. Other courses that continued to perform well are Business and Design.

Enrolments from major source countries such as Hong Kong, Indonesia, Malaysia, Taiwan and Thailand have continued to grow indicating that the recent Asia Economic Crisis has drawn to a close. Enrolments from other Asian markets including Japan, Korea, Pakistan, Sri Lanka and Vietnam have also shown positive results. The Indian market has performed extremely well where student numbers have increased substantially particularly in the area of Information Technology, both at the undergraduate and postgraduate levels.

Swinburne's continued presence in newer markets has had a positive effect with international student enrolments increasing from China and Norway.

International Projects

The International Projects Unit completed the following projects in 2000: AusAID funded training projects delivered off-shore (Nutrition and Health in Papua New Guinea; Leadership and Communication Skills in Thailand; Information Technology training in Thailand); AusAID

funded short courses in Australia (Quality in VET for participants from the Philippines) and Commercial Projects (Parent Education Leadership Training in Singapore; and English Language and Diploma in Information Technology in the People's Republic of China).

Staff from both the TAFE and Higher Education Divisions have been involved in the off-shore delivery of these programs.

Staff Mobility

As well as the significant international movement of staff involved in conferences, visits to other educational and research institutions, and off-shore delivery of programs in Singapore, Vietnam, Hong Kong and Israel, a number of staff were involved in off-shore activity in support of the new campus developments in Thailand (five staff) and in Malaysia (11 staff). Three staff were also involved in support of the University's development of new joint training and educational initiatives in Vietnam.

The TAFE Division achieved a 25% increase in staff exposure offshore as a result of increased international project activity, high profile international delegations, study tour groups, short course training programs and the identification and securing of project work in niche areas. A Swinburne EquiP research project was conducted to identify best practice guidelines for linking local and international students.

Student Mobility

The number of outgoing Swinburne students participating in an international experience through student exchange, study tours or international Industry Based Learning increased by 6% from 1999 to 2000. The countries in which this international experience occurred increased by 36% from 1999 to 2000. Incoming students on exchange increased by 19% from 1999 to 2000.

The University was successful in being awarded five University Mobility in the Asia Pacific (UMAP) grants in 2000, up from one grant in 1999. The discipline areas involved in the five new grants are:

Business – Thailand;
Media and Communications – Hong Kong;
Design – Korea and Malaysia; and
Information Technology – Canada.

Key Goal 7: Partnerships

To establish partnerships and alliances with selected industry, business and education service providers within Australia and internationally.
To enter into closer partnerships with local and regional communities.

International Partnerships

The Australian Foresight Institute has established a partnership with Tamkang University in Taiwan.

Staff from the Institute for Social Research travelled to Hanoi in Vietnam to present their annual joint seminar with the Ho Chi Minh Political Academy. This year the title was *Global Telecommunications, Cultural Exchange and National Culture*. The Academy trains the leading Vietnamese ministers and politicians.

Community and Regional Partnerships

Town and Gown

Swinburne, Lilydale with Swinburne TAFE and the Shire of Yarra Ranges organised a successful 'Town and Gown' series of events during 2000 aimed at local community groups, government organisations, small businesses and individuals in a bid to help residents identify and explore future opportunities. The seminars were an extension of the Shire of Yarra Ranges' Vision 2020 – a strategy focused on the future of the Shire over the next 20 years. Three free community lectures and one debate were held during the year with a final dinner attended by 80 community, Shire and University representatives held in December 2000.

Regional Web Portal

The Centre for eBusiness and Communication at Swinburne, Lilydale was awarded a Regional Assistance Program grant for a project entitled 'Yarra Valley, Dandenongs and the Ranges – Food, Wine and Tourism On-Line'. The funding will allow the Centre to establish a regional portal to showcase the region to Australian and international tourists and provide access to integrated web tourism information and booking services. The portal will also provide regional food, wine and tourism businesses with communications and eCommerce facilities, including electronic transactions and on-line bookings and ordering.

Information Resources

Derek Whitehead, Director, Information Resources, was appointed chair of the national auDA Name Policy Advisory Panel created to re-write the policy which determines domain naming in Australia.

Local Learning and Employment Network

In response to the Ministerial Review of Post Compulsory Education and Training Pathways in Victoria, the TAFE Division is working in a consortium of local education, employment and government agencies to develop a Local Learning and Employment Network. It is expected that the Network will become operational in late 2001. The Network strengthens regional links and provides for additional intersectoral partnerships with schools.

Prahran Design Business Incubator

The National School of Design (NSD) at Swinburne is now investigating a potential joint project with the City of Stonnington involving setting up a design based business incubator. Doublei (sic) Pty Ltd has completed the first and second pages of a feasibility study and is now, on the basis of the conclusions, broadening the scope of the plan to build critical mass. Department of Employment, Workplace Relations and Small Business (DEWSBY) funding has been received for the study and foreshadowed for the project. A Prahran Design Business Incubator will utilise the expertise and resources of the NSD to help students commercialise their intellectual capital, establish a nationally recognised node of excellence in design within Stonnington and especially Chapel St., and contribute to the development of a design industry cluster to create employment and develop a strong skill base in the community.

Enhancing Export Potential

Swinburne's Healesville Campus hosted a series of seminars offered as part of a unique program aimed at assisting businesses in the Yarra Valley to capitalise on their export potential. The program included the launch of the Diploma of Business (International Trade) which is designed to reduce the number of face-to-face contact hours and which matches current workplace competencies against the course curriculum statements. Unmet competencies are identified and subsequently achieved through a combination of attending seminars or further direction in the workplace.

Yarra Valley Host 2000

The Yarra Valley Host program, initiated by the TAFE Division, is also based at Swinburne's Healesville campus and aims to establish a specialised regional training scheme to provide training relevant to growth sectors in the region. The program involves workshops, familiarisation with Swinburne's customer service training and town visits and was developed over a two year period in response to two earlier projects where business operators emphasised the need for customer service skills training in the Yarra Valley. The program is funded by the Federal Department of Employment, Workplace Relations and Small Business and is administered by a steering committee comprising representatives of Swinburne TAFE, Shire of Yarra Ranges, Healesville and Yarra Glen Chamber of Commerce, Yarra Valley Regional Tourism Association, Yarra Valley Regional Food Group, Healesville High and Healesville Primary Schools, community builders and community representatives.

Teaching Partnerships

The Access Department in the TAFE School of Social Sciences won a national ANTA innovative project grant in

conjunction with 'The Centre' in Wangaratta to develop a youth literacy curriculum to be mapped against training packages and the Certificate in General Education for Adults.

The Australian Foresight Institute provided a short course in foresight to the Department of Human Services in South Australia and will deliver the first stage of the new Masters in Strategic Foresight in the Department of Primary Industries in Queensland during 2001.

Business Partnerships

Information Technology Services entered into strategic alliances with Cisco, Oracle, Compaq, Netstar and Compuware during 2000.

The Australian Foresight Institute provided strategic foresight consultancy to Grey Advertising, Shire of Yarra Ranges, Shell New Zealand and the City of Melbourne.

The National Centre for Gender and Cultural Diversity signed a contract with Deloitte Touche Tohmatsu to deliver Diversity training to managers in both Melbourne and Sydney.

TAFE Division

Significant new ventures were developed locally and overseas during 2000 including the Country Fire Authority, Business Skills Victoria, the Department of Defence, Asian Institute of Technology, World Vision Australia, Eastern Access Community Health and Women's Health East.

Swinburne, Lilydale

Swinburne, Lilydale continued to actively cultivate a wide range of links and partnerships in its region. As well as the activities already detailed above, the Division piloted an alternative entry scheme at two local schools with pleasing results. The inaugural Lilydale regional Tournament of Minds event was held at the campus and continuing endeavours to gain support from and engagement of local businesses led to the sponsorship of student attendance at Maroondah City Council's *Maroondah Breakfast Series*.

The Division tailored and delivered a very successful postgraduate certificate program for the Shire of Yarra Ranges.

SolarsatEV1

An internal partnership between the Department of Mechanical and Automotive Technology, TAFE Division and the School of Engineering and Science underpinned the success of the SolarsatEV1 which won the Electric Vehicle Class of the Whirlpool Sunrace 2000. The average speed of the car was 78Km and was awarded the following:

- outright winner of the SEED Ultralight Electrical Vehicle – Class B;
- RACV Award for Most Professional Team;
- SEED Award for Most Practical Electric Vehicle; and
- Fifth place overall.

The development and promotion of the Solarsat EV1 is all part of Swinburne's strategy of becoming a leader in Renewable Energy training.

Summary of Major Changes or Factors Affecting Achievement of Operational Objectives in 2000

Nil.

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

Apart from those mentioned elsewhere in this report there have been no events subsequent to balance date that could materially affect the financial position of the University.

Consultancies in Excess of \$100,000

Table 8 below details consultancies in excess of \$100,000 during 2000.

Table 8: Consultancies in Excess of \$100,000

Consultancy	Description	Amount
Sinclair Knight Merz	EN & BA refurbishment, architectural, electrical, mechanical, hydraulic services.	\$180,000
Young Architects	Professional services rendered, building refurbishment, Prahan campus.	\$110,546
TOTAL		\$290,546

Consultancies Less than \$100,000

There were 73 consultancies of less than \$100,000 each during the year. Expenditure totalled \$711,254. Details of these are available on request.

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 2000 were:
- Library/Chancellery Level 5 fitout – Hawthorn Campus; and
Building PU – Prahran Campus.
- 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 2000 the number of buildings which strictly conform with the Building Act 1993 defined in Guideline 1 increased from 64 to 69.
- 4 (b) Minor works were carried out on 3 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 where

extensive refurbishment works are required to be made compliant over the next 2 years. During 2000 the University commissioned an extensive audit of all facilities on its Hawthorn and Prahran Campuses. Necessary works arising out of that audit have been costed, a budget established and relevant rectification works scheduled to be carried out during 2000 and 2001. It is the University's intention for all buildings to be compliant by the end of 2001.

However, in the meantime all the buildings on the Hawthorn, Prahran, Lilydale, Wantirna, Croydon and Healesville Campuses are in good condition, 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 1999 that we are aware of.

Table 9: Building Works

BUILDING WORKS	NUMBER
Buildings certified for Approval	4
Works in construction and the subject of mandatory inspections	7
Occupancy Permits issued	2

MAINTENANCE	NUMBER
Notices issued of rectification of sub-standard buildings requiring urgent attention	Nil
Involving major expenditure and urgent attention	Nil

CONFORMITY	NUMBER
Number of buildings conforming with standards	69
Brought into conformity this year	5

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

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 end of the Annual Report (pages 38-39).

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.

Compliance with Public Sector Management and Employment Act (1998)

The University complies with the public sector employment and conduct principles as detailed in Sections 7 and 8 of the Public Sector Management and Employment Act (1988). The University has established policies and procedures that ensure compliance with the employment and conduct principles, including a Staff Grievance Policy, a Sexual Harassment and an Anti-Discrimination Policy, which provide clear avenues for staff to seek redress for unfair or unreasonable treatment. In addition, the University has a Conflict of Interest Policy and a Consultancy policy, both of which address issues of conduct.

The University undertook steps in 2000 to enhance the training of staff in a range of equal employment opportunity initiatives (see Application of Merit and Equity Principles on page 16 of this Report).

The University continues to focus on customer service improvement issues and a customer service working party comprising senior management staff from across the University was established in 2000 to continue to develop strategies that enhance the University's customer service.

Statement on Compulsory Non-Academic Fees, Subscriptions and Charges

Table 10 below details the non-academic fees, subscriptions and charges applicable during 2000.

Table 10: Compulsory Non-Academic Fees, Subscriptions and Charges

Compulsory Non-Academic Fees, Subscriptions and Charges	Student Status	Total GSF 2000 \$
General Service Fee: Higher Education	Full time, full year	294.00
	Full time, semester	147.00
	Part time, full year	147.00
	Part time, semester	74.00
	IBL/Distance Education: full year	60.00
	IBL/Distance Education: semester	30.00
	Full time student: 1 semester IBL/Dist Ed 1 semester full time study Total	 30.00 147.00 177.00
Part time student: 1 semester IBL/Dist Ed 1 semester part time study Total	 30.00 74.00 104.00	
General Service Fee: TAFE	Student Contact Hours	
Hawthorn, Prahran	<540	108.00
	>540	165.00
	Concession <540	69.00
	Concession >540	108.00
Croydon, Wantirna, Lilydale, Healesville	<540	70.00
	>540	110.00
	Concession <540	45.00
	Concession >540	70.00

Details on expenditure of non-academic fees, subscriptions and charges are on page 37.

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

During 2000, the University put in place a new structure to deal with the increasing complex relationships between Swinburne's major operational units, and between those units and Swinburne as a whole, as a result of the continuing development of its global Learning Network. The University Council approved the establishment of Swinburne Global, a corporate entity which will ensure the effective operation and coordination of the University's global entities, particularly relating to branding and quality assurance.

SWINBURNE UNIVERSITY OF TECHNOLOGY
COMPULSORY NON-ACADEMIC FEES
STATEMENT OF INCOME AND EXPENDITURE
YEAR ENDED 31 DECEMBER 2000

<u>Receipts from Students (Not Including GST)</u>		\$
General Service Fees		3,323,759
	Total	<u>3,323,759</u>

<u>Disbursement of Fees by Swinburne University of Technology (Not including GST)</u>		
Remitted to Swinburne Student Union Inc.		1,941,878
Remitted to Swinergy (Swinburne University Sport and Recreation)		518,182
Disbursements to Student Amenities Fund		268,731
Handbooks and Registrar's Expenses		94,662
Carried Forward		500,306
	Total	<u>3,323,759</u>

<u>Disbursement of Fees by Swinburne Student Union Inc.</u>		
Visual and Performing Arts		101,436
Administration		63,474
Clubs and Societies		15,261
Campus Computers		83,861
Student Advisory Centre		76,518
Academic Support		41,795
Equipment Library		27,318
General Expenses (including Depreciation)		417,188
Communication and Information		86,496
Hawthorn Campus		497,772
Eastern Campuses		549,486
Prahran Campus		261,554
	Sub total	<u>2,222,159</u>
Less Expenditure funded by non-fee income		<u>280,281</u>
		<u>1,941,878</u>

<u>Disbursement of Fees by Swinergy (Swinburne University Sport and Recreation)</u>		
Administration		369,764
Capital Development Fund		150,000
Club Subsidies		33,531
Club Portfolio		58,766
Depreciation		48,250
Finance		26,355
Marketing		68,623
Inter University Sport		73,647
Recreation Portfolio		69,672
Sports Grants		3,609
Other Expenditure		2,126
	Sub total	<u>904,343</u>
Less Expenditure funded by non-fee income		<u>386,161</u>
		<u>518,182</u>

Notes:

(1) Disbursements by Swinburne Student Union Inc. and Swinergy have been obtained from the preliminary annual accounts of the two entities

I certify that the above information is correct and that all compulsory non-academic fees as shown above have been expended in accordance with the requirements of the Tertiary Education Amendment Act 1994.

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.

Table 11: Compliance Index

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