



Swinburne University of Technology

Annual Report 1994

April 1995

**Report on the proceedings of the University
for the year ended December 31 1994**

The Hon. Haddon Storey
Minister for Employment, Education
and Training

Dear Minister

In accordance with Section 46 of the Swinburne University of
Technology Act 1992, I have great pleasure in presenting the
Annual Report on University proceedings for the year 1994.

Yours sincerely



Iain Wallace
Vice-Chancellor



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SWINBURNE

UNIVERSITY

OF

TECHNOLOGY

ANNUAL

REPORT

1994

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Swinburne University of Technology
Swinburne Limited

Appendix 1

Equal Opportunity Report

THE SWINBURNE COAT OF ARMS

The coat of arms conferred on Swinburne University by the College of Arms in June 1969, is based on the coat of arms of the Swinburne family.

At a period during the 12th-13th century, when the northern counties of England were ruled by the Scots, a knight of France came to the aid of Queen Margaret of Scotland. She rewarded him with a grant of land in what is now Northumberland, on the banks of the Swin Burn, a small river that flows into the North Tyne, where he built a castle. He became known as William Swinburn(e) and soon the County reverted to the Crown of England.

The Swinburne family coat of arms in medieval times was silver with three boars' heads in triangular formation. In the 17th century, during the wars between the Stuart Kings and the Parliament of England, the Swinburnes fought for the royalists. After the restoration of Charles II in 1660, the head of the family was created a baronet for his services. The crest became a baronet's coronet, with the boar's head rising from it and the coat of arms, divided horizontally red and silver, was charged three cinquefoils counter-charged.

Swinburne holds a unique place among educational institutions in Australia in the link that persists between it and 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 omission of the third cinquefoil which appears in the family coat and the addition of the Bordure and the Mullets (stars) are what are known heraldically as 'differences', which may often serve to indicate an association with another armigerous body or family. The four Mullets in Cross symbolise the Southern Cross.

The crest

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

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

FOREWORD BY THE CHANCELLOR

The University's major goals for 1994 fell within the broad categories of:

- Enhancements in teaching and learning.
- Development of Swinburne's research base and its research links with industry.
- Development of quality enhancement and assurance systems.
- Fostering Swinburne's links with its community, both locally and internationally.
- Improvement of the physical environment in which the staff and students work.

Progress in these areas is detailed in the report which follows. The staff of Swinburne are to be congratulated for contributing to what has been a very successful year while, at the same time, implementing a major organisational restructure. Swinburne was fortunate, also, in attracting prominent members of the business community onto the University's Council to assist in harmonising Swinburne's educational effort with the needs of business, industry and the wider community.

1994 has been a rewarding year of change, and I am certain that 1995 will see further advances on our main goals, echoing the achievements of the past year.



Chancellor
Mr Richard Pratt, AO

REPORT FROM THE VICE-CHANCELLOR

During 1994, Swinburne continued to work towards its goal of becoming a university of technology of international standing by implementing changes to structures and directions to meet the new demands of university status. The first phase of this development was the major review of institutional structure, and the previous teaching structure of four Faculties, a TAFE Division and a School of Design was replaced by two higher education Divisions and a TAFE Division. Further, seven Schools were created within the Division of Science, Engineering and Design, and five in the Division of Business, Humanities and Social Science, replacing the former departments. Academic cooperation between the different discipline groups will be encouraged, thus benefiting both the University and its students.

In addition, Council created four new administrative offices, each headed by a Pro Vice-Chancellor, with University-wide responsibilities to provide services across the Divisions. These offices are the International Office, the Office of Industry, Regional Development and Client Services, the Swinburne Graduate Research School/Office of Research and Graduate Studies, and the Information Services Group.

Quality

A key objective of the University has been to continuously upgrade the quality of all its educational and administrative services. At the centre of this commitment has been Swinburne's Quality Enhancement and Assurance System which was modified by the creation during the year of a new Joint Planning and Resources Committee. The JPRC was formed to coordinate the identification of the University's strategic priorities, and to consider the basis for allocation of funding between core activities and strategic priorities.

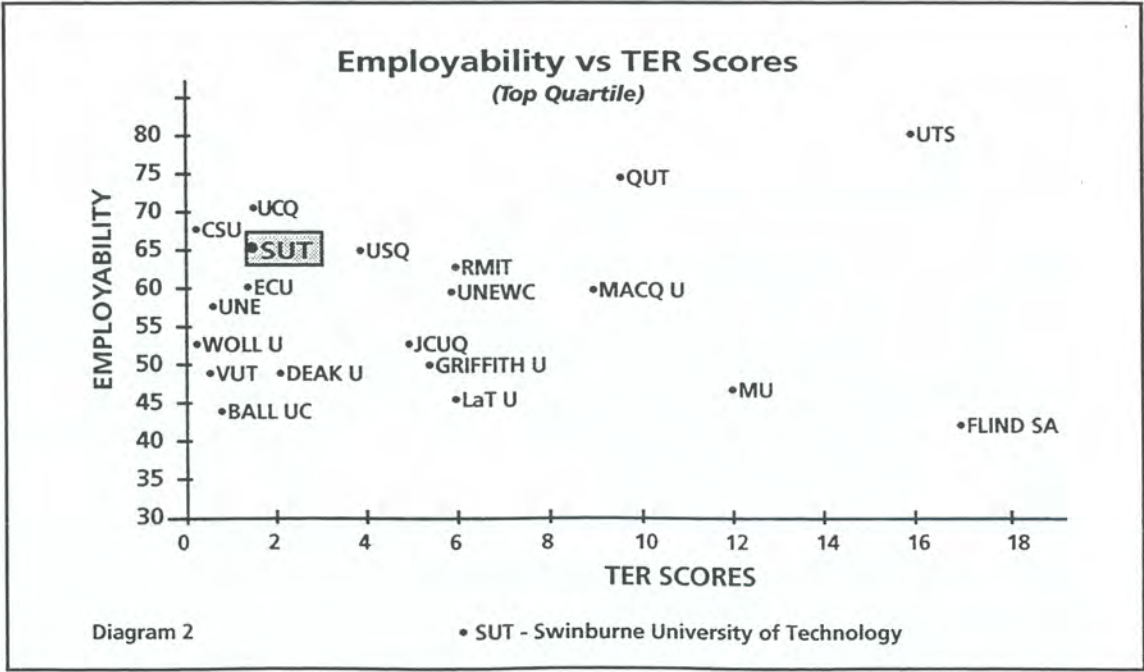
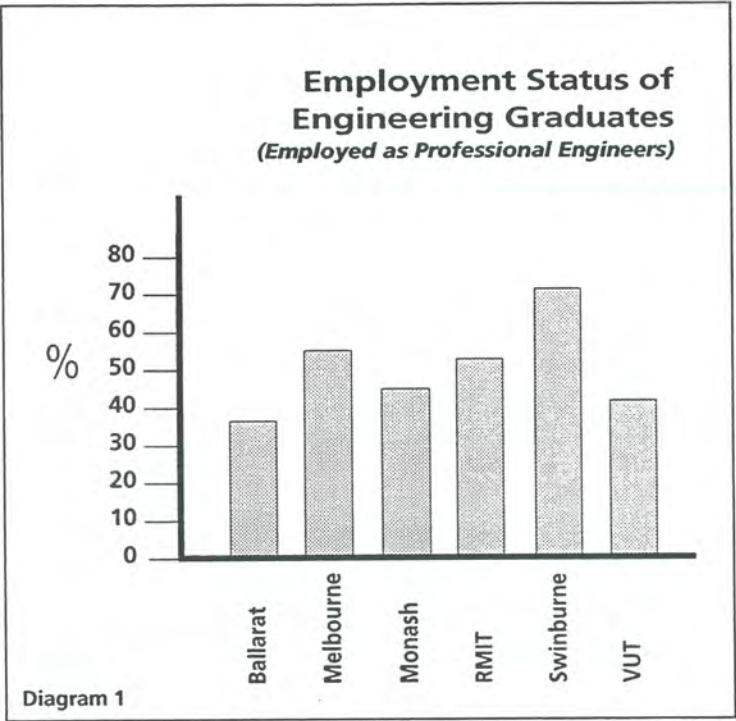
During 1994, discretionary funds were allocated to a number of quality improvement projects in priority areas, which resulted in the adoption by the Academic Board of guidelines for the uniform description of courses, and the development of a Graduate Certificate in Higher Education for training new lecturers.

In addition, Chancellery and the Academic Board implemented a pilot project for student evaluation of subjects by means of a standard survey. This survey will be broadened to cover all subjects, along with other methods for evaluating the effectiveness of the courses and subjects taught. Accreditation and re-accreditation procedures were reviewed and improved. By these means, and through the enthusiasm and dedication of staff, we will be able to ensure that the quality of teaching and course offerings at the University will continue to improve.

In order to ensure that all aspects of the University's operations are subjected to administrative audit on a systematic basis, a Swinburne Quality Management System is being developed, to be implemented in 1995. Improved methods of quality assurance open the way towards applying for ISO certification either for the whole or parts of the University. During the year, all three Schools in the Division of TAFE made a commitment to seek ISO 9001 certification, and one School, Engineering and Industrial Science, made considerable progress down that path. The higher education Divisions will monitor and gain from the experience of the TAFE Division.

Employability

Swinburne has a long tradition of providing education and training which maximises the employability of its graduates. During 1994 the extent to which this objective was achieved was highlighted by several different statistical measures. The Association of Professional Engineers, Managers and Scientists, found that 70.6% of Swinburne Engineering graduates were in employment as professional engineers, the highest percentage for any university in Victoria, and the second highest across Australia (see Diagram 1).



The Department of Education, Employment and Training published figures showing that Swinburne had one of the highest percentages of recent graduates either in full-time employment or in full-time further study. This is significant since Swinburne does not have large numbers of students (with high (TER) scores) entering its courses (see Diagram 2).

Campus development

During 1994, the University officially took possession of the new campus site at Lilydale. Swinburne believes itself very fortunate in securing the services of Sydney architect Glenn Murcutt, and the Melbourne architectural firm of Bates, Smart, McCutcheon who were engaged for designing the first building. They have now produced an elegant and distinctive design, and the new campus will open in 1996. It is planned to concentrate engineering and the technical sciences on the Hawthorn campus, with Lilydale campus having the distinctive mission to provide more generic business, humanities, social science and science courses for the Outer Eastern Region of Melbourne.

As a university of technology, Swinburne feels that any new campus should be planned on the basis of the most advanced technological possibilities in the delivery of courses. This is particularly important when attempting to serve the needs of an area such as the Outer Eastern Region, within which lie some relatively remote localities. Over the last few years, Swinburne has been conducting a pilot project in the use of Multi-Modal Learning in which traditional modes of teaching and learning are combined with modes based on electronic delivery, computer-based learning, and audio-visual material. The MML project has been a clear success, with students equalling or exceeding the achievement of their peers in conventional courses. The development of the Lilydale campus gives Swinburne the opportunity to implement MML across the board, and integrate it from the beginning into the design of the campus. During 1995, work will proceed on developing materials to enable all subjects to be taught at Lilydale in MML format.

Much is happening on both the Hawthorn and Prahran campuses by way of improving outmoded, non-viable conditions. Plans are in train on both campuses for central areas to be opened up and for an attractive environment with appropriate landscaping to be created. The upgrading of these and other facilities will mean a much more pleasant arrival point for students, staff and visitors alike. The TAFE area of the Hawthorn campus has been developed over the past few years, according to an integrated plan. The concept proposal for stage three of the plan was approved by the State Government during 1994, and a grant of \$13 million allocated. This will complete the redevelopment of the TAFE area, which is fast becoming a complex of attractive modern buildings.

Research

One of the distinctive roles of modern universities is the extension, as well as the preservation, of knowledge. Therefore, one of the most important aspects of creating a new university culture at Swinburne is to build and strengthen the research base in a way which is consistent with Swinburne's history and traditions as a technological institution. During 1994, Swinburne was successful in obtaining Commonwealth funding to establish a Cooperative Research Centre (CRC) for International Food Manufacture and Packaging Science, in collaboration with a number of partners. There is every reason to believe that the new CRC will make a significant contribution to Australian manufacturing and export development in this important area.

Our strategy has been to promote research in a selective way rather than provide uniform support across all areas, and the indications are that this approach has been successful. In keeping with our traditions as an institution focusing on applied research, industry research funding per ten full-time (or equivalent) staff increased by 273% between 1992 and 1993. This was far ahead of the average increase for the universities in the Unified National System. Total research funding per ten FTE staff increased in the same period by 102%, which was five times the average for the UNS.

Swinburne Graduate Research School

Swinburne recognises the importance of providing considerable support for postgraduate students and their supervisors. During 1994, the Swinburne Graduate Research School was established to ensure quality in all aspects of research training. The School is responsible for coordinating the recruitment, administration and monitoring of postgraduate students undertaking research degrees at PhD and masters level, and will provide integrated consideration of research management and training at both policy and operational levels. The development of a Graduate Research Centre within the SGRS is planned for 1995/96.

Internationalisation

In December 1994 the Australian International Development and Assistance Bureau (AIDAB) signed a contract for a second 'Australian Program for Training for Eur-Asia' (APTEA) with a consortium, comprising Swinburne, Hawthorn Institute of Education, and The Overseas Projects Corporation of Victoria, which has been operating the first program. The program provides training to students from developing countries in Eastern Europe and Asia. The contract was won against intense competition from some of Australia's highest-profile universities, and it represents a major endorsement of Swinburne's approach to management education.

Another significant achievement was the development of further links with overseas universities. In February, Swinburne signed an agreement with Baylor University, in Texas, USA. This agreement allows for staff and student mobility, and collaboration on research and other projects: the first students leave for Baylor in first semester 1995. A similar agreement was reached during 1994 with the University of the Thai Chamber of Commerce, one of the largest private universities in Thailand.

In July, an agreement for academic cooperation was signed with the prestigious Technion - the Israel Institute of Technology in Haifa. This agreement will allow staff and postgraduate students access to facilities in the sciences and technologies.

TAFE Division

The Division of TAFE continued to strengthen its position during 1994. The Office of Training and Further Education gave approval for the Division to offer training courses for State-Enrolled Nurses, commencing in 1995, and Swinburne was assigned responsibility for statewide management of curriculum for the Human Services Industry Cluster.

A number of successful initiatives were developed in the MML area. The Workplace Skills Unit has been active in this area, developing material for a range of organisations including Alcoa, Mayne Nickless, Ajax Spurway Fasteners, the Swinburne Library and the Department for Education and Children's Services in South Australia. The Family and Community Studies Department developed a package for delivery of the Certificate in Child Care (Home Based) (awarded Innovative Training Product Award for the year), and the Training and Development Support Unit has been involved in the national project to develop a package for training in fire safety. The Centre for Business Development and Training developed the first statewide enterprise-based training program, to be delivered on-site for management training in hospitals. This was launched by the Minister for Higher Education, the Hon. Haddon Storey, in July 1994. Further, the School of Social Sciences and Arts has been successful in tendering for development of a literacy and health series for SBS Television.

Swinburne was the first TAFE institution to establish an industry/schools/TAFE cooperative arrangement for the joint delivery of a program: the Advanced Certificate in Hospitality Operations. The program is designed to provide formal qualifications as well as vocational competencies. Students divide their time between formal academic classes and work training at the Novotel, Bayside. The same program will be delivered through Heathmont College during 1995, together with the Advanced Certificates in Engineering (Mechanical & Manufacturing) and Industrial Electronics. The School of Engineering and Industrial Science also has joint delivery arrangements with Genazzano College in biotechnology, with the Methodist Ladies' College in CAD/CAM, and in scientific instrumentation with a broad range of secondary schools.

Links with industry

Swinburne has long prided itself on having close links with business and industry, and all courses are monitored for their relevance to the needs of employers during the accreditation/re-accreditation cycle. The establishment of an Industrial Research Institute (IRIS) will take this relationship into a new phase, as local businesses commission research from the University for their particular research and development needs.

Conclusion

The developments both described above and detailed in the following report will ensure that Swinburne continues to move forward, and continues to fulfil its mission of providing education and research at an international standard with an orientation towards applied and vocational knowledge.



Vice-Chancellor
Professor Iain Wallace



A DEVELOPMENT OF KNOWLEDGE AND SKILLS

OBJECTIVE

To enhance, through the development of knowledge and skills, the individual's and, therefore, the community's ability to shape technological, social and economic processes and to recognise, understand and take account of the implications of such changes.

SUB-OBJECTIVE 1

To maintain, expand or introduce, and regularly review and revise as necessary, a range of courses at all levels according to economic and social demand and the priorities established through the Strategic Plan.

PERFORMANCE MEASURE

Number of course revisions, proposals and accreditations successfully completed ensuring viability and relevance of courses.

ACTION TAKEN

Accreditation of new courses

Higher Education: Accreditation of new courses:

- Bachelor of Applied Science (Honours) in Psychophysiology
- Bachelor of Applied Science (Computer Science and x where x is a co-major)
- Bachelor of Design (Graphic Design)
- Bachelor of Design (Honours) (Graphic Design)
- Bachelor of Design (Honours) (Industrial Design)
- Master of Communications
- Master of International Business

TAFE: Internally-accredited courses:

- Certificate in Bereavement Studies for Pastoral Care Workers
- Certificate in Management Practices
- Course in Food Handling Technology (Sanitation and Hygiene)
- Post-registration Certificate in Nursing

Re-accreditation of existing courses

- Graduate Diploma in Management
- Bachelor of Applied Science (Computer Science & Software Engineering)
- Bachelor of Design (Industrial Design)
- Graduate Certificate in Business Administration
- Master of Enterprise Innovation

Course proposals

Division of Science, Engineering and Design

Double-degree programs for BEng and BAppSc (Medical Biophysics) and BEng and BAppSc (Applied Physics) have been developed by the School of Biophysical Sciences & Electrical Engineering for introduction in 1995.

A generic Master of Engineering by Coursework program has been developed by the Division for introduction in 1995. This will enable students to select subjects from all Schools in the Division.

Division of Business, Humanities and Social Science

A new full-cost recovery Master of International Business program has been developed by the Division for introduction in 1995.

TAFE Division

The School of Engineering and Industrial Science was allocated \$24 550 by the JPC to develop a Graduate Certificate in Waste Management. The Graduate Certificate will be offered on the Hawthorn Campus in 1995.

SUB-OBJECTIVE 2

Expansion of postgraduate activities.

PERFORMANCE MEASURE

Number of higher degree by research projects.
Scholarships/fellowships awarded.

ACTION TAKEN

Higher degree by research students enrolled for 1994:

	Masters	PhD
Applied Science	69	45
Arts	27	11
Business	27	42
Engineering	85	50
Total 1994	208	148
Total 1993	225	62
Total 1992	137	67

Scholarships awarded

There were 12 new scholarships awarded by the Commonwealth Government taken up in 1994:

Australian Postgraduate Awards	9*
Australian Postgraduate Research Awards (Industry)	1
Overseas Postgraduate Research Awards	2

* plus 2 transfers from other universities

Total 1994	14
Total 1993	13
Total 1992	10

Fellowships awarded

Division of Business, Humanities and Social Science

Dr Carolyn Wilshire, School of Social and Behavioural Studies, obtained a post-doctoral fellowship to study at the Universite de Toulouse-le-Mirail, France. Dr Wilshire is to investigate language impairment caused by brain damage.

SUB-OBJECTIVE 3

To enhance educational offerings at Swinburne by developing policies, procedures, practices and educational opportunities which facilitate cross-sectoral and inter-institutional student transfer according to demand.

PERFORMANCE MEASURE

- Procedural framework established.
- Minimum standards set.
- Employer and community acceptability of non-award credits.
- Articulation to higher degree programs.
- Number of student exchange agreements

ACTION TAKEN

Acceptability of non-award credits

The TAFE Division formally approved the policy of Recognition of Prior Learning (RPL). This concept is defined as a process for recognising currently held skills and knowledge, regardless of when, where or how obtained, through formal and informal training (in industry or education), work experience, and/or life experience. These skills and knowledge are assessed against defined benchmarks, such as the learning outcomes and assessment criteria of specific modules/subjects/units or well-defined objectives.

Articulation to higher degree programs

Swinburne's *Pathways* program, which commenced in 1992, has developed extensive arrangements for credit transfer and articulation between the TAFE and higher education sectors. A student may complete a TAFE Associate Diploma in two years and enter a degree course directly into the second year with exemptions from first year work and some of the second year. This enables students to complete two qualifications in minimum time and thus have both a vocational training and a more theoretical educational qualification.

The rising number of commencing students articulating from TAFE is impressive, as shown by these summary statistics:

1994	518
1993	490
1992	269

Student exchange

Outer East

A student exchange arrangement has been established between the Gruyere Region of the Outer East and Gruyere in Switzerland. This year, exchanges took place between Swinburne student, Veronique Tambourin, a second year student in Applied Science (Management Science and Computing), and Gwenola Pilloud from the College du Sud, Bulle, Switzerland, who completed her study and exchange program on the Mooroolbark campus.

Division of Business, Humanities and Social Science

The Division's international student exchange activity was formally established with 13 Swinburne students overseas on exchange and seven overseas exchange students studying at Swinburne during semester two. The student exchange program available now extends to destinations in Asia, Europe and North America.

Division of Science, Engineering and Design

The School of Chemical Sciences has for 15 years had strategic alliances with academic institutions in other countries allowing 'exchange for credit' arrangements. This program was further developed in 1994, particularly through the efforts of Bob Laslett and Jacki O'Connor, such that six Swinburne chemistry students undertook studies in North America and Europe.

SUB-OBJECTIVE 4

To increase community involvement in education by developing Swinburne's relationships with the wider community through the provision of courses and professional services which respond to community needs.

PERFORMANCE MEASURE

Employer/community demand for courses.
Number of staff involved in teaching programs on part-time, secondment or exchange basis.
Funds, resources, facilities supplied or loaned.
Cooperative education programs maintained.
Employer demand for cooperative placement students.
Establishment and maintenance of new centres offering courses and professional services.

ACTION TAKEN

Employer/community demand for courses

TAFE Division

The Family and Community Studies Department (FACS) of the School of Social Sciences and Arts, delivered a Child Care Assistant Course for a group of 15 long-term unemployed on behalf of the Brotherhood of St Laurence (job skills brokers). The same course, funded by DEET, was run jointly by FACS and Grassmere Youth Services (Australian Training for Youth program) at Berwick.

The School of Social Sciences and Arts received advice from the OTFE that its collaborative submission with Frankston College of TAFE to conduct State Enrolled Nursing training had been successful. SEN training will commence in 1995 and represents a joint venture with two TAFE providers and the Kingston and Mt. Eliza Centres.

Division of Business, Humanities and Social Science

The School of Commerce successfully developed and presented programs for the Australian Customs Service. This is an ongoing activity into 1995, and two staff members, Carol Marsh and Antoinette Richardson, have been appointed to an Industry Panel on Customs Audit Reform. Two successful programs were conducted for the Australian Taxation Office in 1994, and the School has been selected to prepare a large scale law/finance course for the Bankers' Institute.

Cooperative Education (Industry Based Learning)

Division of Science, Engineering and Design

The School of Computer Science & Software Engineering succeeded in acquiring over 15 new places for students in the relatively new degree course of Computer Science & Software Engineering. This highlights the acceptance of the IBL program by industry.

Dr Mike Redwood of the School of Chemical Sciences successfully developed and trialed a program for monitoring the effectiveness of IBL in meeting objectives. The program comprises a series of questionnaires that intersect with each another and analyse data on students' and employers' views, from the interview stage through to the final report stage.

There is extensive interaction between the School of Biophysical Sciences & Electrical Engineering and industry, not only at the research and development level, but also at the undergraduate level through the IBL scheme. Students have been placed in the USA, Canada, Taiwan, and New Zealand, and the Australia-Japan Foundation has provided support to establish IBL places in Japan in fields of medical and computing technology.

New centres established

Division of Business, Humanities and Social Science

The School of Social and Behavioural Sciences established the Swinburne Trauma and Traffic Accident Counselling Service, which provides a counselling service for people who are witnesses to, or involved in, traumatic events. The Service is supported by the State Emergency Service and emergency departments in major hospitals.



B RESEARCH AND DEVELOPMENT

OBJECTIVE

To enhance Swinburne's research in areas of achievement and broaden the research base through University research planning and collaboration, in order to contribute to Australia's economic and social development.

SUB-OBJECTIVE 1

To ensure the most effective use of resources by establishing a coordinated research management policy and structure for Swinburne.

PERFORMANCE MEASURE

Development of research profile.
Number of research grants awarded.
Number of research scholarships awarded.
Number of research and development contracts.
Number of Swinburne Small Grants awarded.

ACTION TAKEN

Research profile

The University's Research Management Plan, as revised for 1994, delineates the University's research policies and initiatives in the development of Swinburne's research profile, with a strong emphasis on selectivity and concentration of effort.

A major initiative for 1994, resulting from the Structural and Process Review, was the establishment of the Swinburne Graduate Research School (SGRS) as one of three intersecting or orthogonal units within the University charged with pursuing certain broad goals requiring the coordination of activities across the entire University. The SGRS is responsible for coordinating the recruitment, administration and monitoring of postgraduate students undertaking research degrees at PhD and masters level and is serviced by the University's Office of Research and Graduate Studies. One of the key roles of the School is ensuring that research training within the University takes place in a high-quality, vibrant and supportive environment.

Further development of the School's role will occur in 1995 through planning for a Graduate Research Centre and an expanded range of programs. From 1995, the School's operations will be under the oversight of a Board of Research and Graduate Studies, which will replace the former Research Advisory Committee as Swinburne's main research policy and management committee.

Research grants awarded

Under new national funding arrangements determined through the Competitive Index of research funding, publications and postgraduate completions, Swinburne's research quantum, ie, that component of its operating grant specifically for research, will increase by 58% to \$711 000 in 1995. Research infrastructure funding allocations announced in 1994 include \$550 000 under the ARC

Research Infrastructure Block Grants Scheme and a joint grant of \$316 000 to the CIM Centre and Monash University under the Research Infrastructure (Equipment and Facilities) Program.

Research grants for 1994 included six new ARC Collaborative Research Grants with Industry, continuing ARC Large Grants, NHMRC project grants and a range of other competitive and industry-funded grants, contracts and scholarships. New research projects starting in 1995 include those funded by Australian Postgraduate Awards (Industry) and a Collaborative Research Grant between the Centre for Urban and Social Research and the Victorian Council of Social Services. Funding for the joint ARC/Swinburne Small Grants Scheme totalled \$122 000 and will support 17 new projects.

Division of Science, Engineering and Design

Professor David Mainwaring and Dr Gregor Christie of the School of Chemical Sciences/Centre for Applied Colloid and BioColloid Science, achieved an overwhelming success with an application for a Cooperative Research Centre for International Food Manufacture and Packaging Science. This project involves \$52 million over seven years.

Dr Ian Jones, School of Chemical Sciences, was awarded a Commonwealth Competitive Grant for the development of environmental science in Indonesia. This grant was funded by the Commonwealth Environment Protection Agency.

John Fecondo, School of Chemical Sciences, was awarded a grant from the Commonwealth AIDS Research Grants Scheme to support his work on protein technology.

During the year, staff of the School of Chemical Sciences were successful in four separate applications for CAUT grants:

Jacki O'Connor and Trudy Smith - production of videos for microscale chemistry.

Dr Mike Redwood and Associate Professor Helen Patterson - development of a module for student self-assessment of learning styles.

Dr Margaret Wong et al - teaching computational chemistry using AARNet.

Pam Roberts et al - selecting gender-inclusive design projects to link theory and engineering practice.

Division of Business, Humanities and Social Science

Associate Professor Terry Burke, School of Social and Behavioural Sciences, received an ARC Collaborative Research Grant of \$157 000 for Benchmarking Citizenships, and a Priority Reserve Fund grant of \$52 000 to develop a National Housing Training Curriculum and Delivery Mechanism.

Swinburne Small Grants awarded

The purpose of the Small Grants Scheme is to assist the University to raise its research profile and to increase external funding for research. JPC funds made available to run the SUT Small Grants Scheme have been combined with external funding through the ARC's Small Grants Scheme to provide funds to support selected research projects at a realistic level. The joint ARC/SUT Scheme is designed to increase staff members' ability to compete successfully for external research funds and to provide support where the costs of bringing a project to fruition may be small. Funding of \$25 000 from the JPC was allocated to support the Scheme, to which were added pro-rata Divisional contributions.

In 1994 35 applications for funding were received (including unsuccessful Large Grants applications), with 17 projects being recommended for funding. As in previous years, only one-year grants were awarded, to ensure the ongoing evaluation of outcomes.

Outcomes of the Scheme are evaluated during each funding round, and in the year after funds have been committed when final reports are called for. These reports indicated that most projects had

achieved outcomes in terms of publication, with several supporting the presentation of applications in 1994 for external funding.

Scholarships awarded

Swinburne University Postgraduate Research Awards (SUPRAs)

JPC funding of \$60 476 was provided to support students on new and continuing SUPRAs, and was combined with approved carry-forward of 1994 scholarships funding. The aims of the SUPRA scheme are to assist in improving the calibre of postgraduate research students at Swinburne, to demonstrate the University's commitment to research excellence and the SGRS concept, and to provide greater flexibility and depth in strategic management of the University's DEET-funded Australian Postgraduate Awards (APA) and other scholarships.

The first full round of the SUPRA scheme was in 1993, when four awards were made to candidates of first-class honours equivalence undertaking masters or doctoral degrees by research. Three new SUPRAs were awarded for 1994.

SUB OBJECTIVE 2

To continue to expand existing research and development programs in consultation with industry, commerce, Government, trade unions, and community organisations.

PERFORMANCE MEASURE

Number of Centres functioning.
New Centres established.
Number of projects and joint ventures.
Research and consultancy income.

ACTION TAKEN

Centres functioning

Swinburne's major research centres are:

Centre for Applied Colloid and BioColloid Science
Swinburne Centre for Applied Neurosciences
Centre for Computer Integrated Manufacture
Centre for Urban and Social Research.

Each of these Centres recorded significant achievements in 1994, increasing their inter-national recognition and collaborative linkages. Profiles on these Centres are given in 7(c).

New centres established

Division of Science, Engineering and Design

A relatively new centre is the Swinburne Laboratory for Telecommunication Research. Located within the School of Biophysical Sciences & Electrical Engineering, the centre was formed by Associate Professor Jim Lambert, Bill Lavery, Andreas Pitsillides and Cheng Lee. It has a strong postgraduate focus and is heavily involved in conducting industry-related research in the burgeoning field of telecommunications systems.

Jim Lambert and Andreas Pitsillides deal with management and control of high-speed multi-media networks. Bill Lavery's area of interest is mobile and personal communications, one aim being to dramatically reduce the number of radio towers for reasons of ecology. Cheng Lee leads projects which may find applications in fields as disparate as radar navigation, mineral exploration and medicine.

Division of Business, Humanities and Social Science

The Centre for Information Systems Research (CISR) was initiated in 1994, under the direction of Associate Professor Paul Swatman, to form the research arm of the School of Information Systems. The mission of the CISR is to become a nationally and internationally recognised centre of excellence in Information Systems research focusing primarily on issues which are, or are likely to be, of relevance and importance to Australian industry during the short to medium term. Seed funding was provided by the Division, the School, and the Chancellery to support the Centre's infrastructure, and a program of fund-raising is now well underway. The Centre commenced operation in July and has already received an ARC Small Grant and four Commonwealth Staff Development Fund New Researcher Grants. Links with a number of Australian and overseas universities have been established, and the Centre's first Visiting Research Fellow arrives in March 1995 from the USA.

Projects and joint ventures

Division of Science, Engineering and Design

1994 saw significant development in the research achievements of the School of Computer Science & Software Engineering. The Computer/Human Interaction Laboratory enjoyed significant success, with several papers published in international forums, and a number of applied research contracts negotiated with industrial partners. Staff of the Laboratory filled the senior roles in the organisation of the OZCHI Conference in November - the major Australian conference in HCI. The Laboratory is arguably the strongest HCI research group in the Australian university system.

National Centre for Women

During the latter part of 1994, a research project, *The Engineering and Science Workplace - Industry Case Studies*, was established as the result of Swinburne funding of \$11 230. This research concerns the investigation of the workplace cultures of a sample of business units within science and engineering employment sectors. *The Engineering and Science Workplace* research is forging links with a number of business organisations and industry groups within the petroleum, metals and mining sectors together with the Council for Equal Opportunity in Employment.

Division of Business, Humanities and Social Science

Dr Paul Healy, School of Social and Behavioural Sciences, received a Commonwealth Staff Development Fund award to undertake collaborative research with Professor J. Kockelmans of Penn State University. Dr Arran Gare received a similar award to undertake collaborative research with Professor R. Sylvan of the Australian National University.

Division of Business, Humanities and Social Science

The strategic alliance between Swinburne and Portland Aluminium continued to thrive. Professor Miles Nicholls, School of Information Systems, is Project Manager for this impressive Swinburne/industry research project which entails developing leading-edge technology to assist Portland Aluminium, and aims to produce a fully integrated model of the aluminium smelting process by developing an existing model to the stage where it can be used to guide on-site diagnostic applications and production improvements. Funding from a three-year ARC Collaborative Grant supports two PhD students working on mathematical developments associated with the overall integrated smelter model and a mathematical model of the reduction cell. Mathematical models have, in the past, concentrated on individual areas such as the anode plant, pot rooms, ingot mills and rodding plant, which all make independent decisions. Now, in a world-first, a single integrated model drawing together all areas of the process is being developed.

Research and consultancy income

	1993 \$	1994 \$
Higher Education:		
Research income (Government)	1 808 308	1 773 216
Research income (non-Government)	2 054 350	2 358 919
Consultancy income	349 181	283 533
TAFE:		
Consultancy income	138 865	171 694
Total	\$ 4 350 704	\$ 4 587 362



C EXPANSION OF COMMERCIAL ACTIVITIES

OBJECTIVE

To expand Swinburne's commercial activities and relationships so as to assist its teaching and applied research and development activities to generate income for the University.

SUB-OBJECTIVE 1

Production and marketing of educational and training packages and programs.

PERFORMANCE MEASURE

Short courses/single subjects - income generated.
Consultancies - income generated.
Income from fee-paying postgraduate courses.
Computer training courses offered.

ACTION TAKEN

Short Courses/Single Subjects Offered

	\$
Division of Business Humanities and Social Science	556 438
School of Commerce	96 336
School of Information Systems	5 389
School of International and Political Studies	78 535
School of Management	22 243
School of Social and Behavioural Science	172 940
Division of Science Engineering and Design	40 767
School of Biophysical Science and Electrical Engineering	761
School of Chemical Sciences	7 578
School of Design	5 189
School of Civil Engineering and Building	17 035
School of Computer Science and Engineering	22 071
School of Mathematical Sciences	103 548
Computer Training Unit	92 656
Occupational Health and Safety	3 184
Student Services	3 982
Information Technology Institute	608 480
Sub-total	\$ 1 837 132

TAFE Division:	
Centre for Business Development and Training	623 127
Centre for Engineering Technology	251 427
Community Programs	262 288
Electrical & Electronics Technology	27 750
Industry Training	242 317
National Scientific Instrumentation Training Centre	126 232
Showbiz	117 891
Sub-total	\$ 1 651 032
Total 1994	\$ 3 488 164
Total 1993	\$ 2 415 218
Total 1992	\$ 975 061

Consultancies

	\$
Division of Business Humanities and Social Science:	86 365
School of International and Political Studies	4 000
School of Management	13 750
School of Social and Behavioural Science	6 800
Division of Science Engineering and Design:	306
School of Biophysical Science and Electrical Engineering	12 996
School of Design	38 881
School of Civil Engineering and Building	21 060
School of Mathematical Sciences	13 477
School of Mechanical and Manufacturing Engineering	7 998
Centre for Psychological Services	32 023
Centre for Computer Integrated Manufacturing	24 362
National Centre for Women	2 425
Computer Services and Information Technology	19 090
Sub-total	\$ 283 533
Division of TAFE:	
Engineering & Industrial Science	52 684
Furniture Studies	29 810
Industry Training	10 590
National Scientific Instrumentation & Training Centre	9 210
Workplace Skills Unit	12 700
Sub-total	\$ 171 694
Total 1994	\$ 455 227
Total 1993	\$ 488,046
Total 1992	\$ 504 230

Income from fee-paying postgraduate courses

Fee-paying postgraduate courses generated the following income:

Division of Business Humanities and Social School	\$ 2 674 321
Division of Science Engineering and Design	\$ 483 049
Total	\$ 3 157 370

SUB-OBJECTIVE 2

To establish continuing relationships with overseas companies based on the complementarity of Australian research and development expertise and overseas manufacturing skill.

PERFORMANCE MEASURE

Number of overseas companies identified for potential joint ventures.
Number of joint ventures established.

ACTION TAKEN

Joint ventures established

International Office

In February, Swinburne signed an agreement for academic cooperation with Baylor University, Texas, USA. This agreement allows for staff and student mobility and collaboration on research and other projects. Following the signing of the agreement, several staff from each university made reciprocal visits and mechanisms were established to facilitate student mobility programs.

Following the University's agreement with Baylor University, Swinburne was invited to join a potentially important international consortium of universities based at the Hong Kong Baptist University. The consortium - composed of the David C Lam Institute for East-West Studies, and the International Institute for Business Development - promises to provide valuable cultural and business links with universities in China, and provides permanent office space for Swinburne in Hong Kong.

In July, an agreement for academic cooperation was signed with the prestigious Technion - the Israel Institute of Technology in Haifa. This agreement will allow staff and postgraduate students in the sciences and technologies to work and study in each other's institution for fixed periods of time on specified projects.

Division of Business, Humanities and Social Science

The School of Information Systems successfully followed up an opportunity which arose in India following the deregulation of Indian industry and the need for information technology graduates. Julie James travelled to India to address Indian students/potential employers on Swinburne's graduate courses, discuss cooperative ventures in graduate education, and visit Osmania University in Hyderabad with whom we have an agreement.

A bid for two research development projects in Vietnam, Laos and Cambodia by the School of International and Political Studies, in collaboration with Monash University and the University of New South Wales, was successful.

SUB-OBJECTIVE 3

To expand Swinburne's involvement in the export of knowledge to South-East Asia, the South Pacific and the Pacific Rim, in order to enhance educational opportunities within those regions and to develop Swinburne's resources, staff skills and income.

PERFORMANCE MEASURE

Number of students enrolled.
Number of programs provided.
Students proceeding to higher level programs.

ACTION TAKEN

Programs provided

Division of Science, Engineering and Design

Dr Ian Jones, Dr Ian Bowater, and Dr Graeme Rose of the School of Chemical Sciences were involved with *IDP-Education Australia* assignments in Indonesia. Dr Ian Jones was also awarded a Commonwealth competitive grant for the development of environmental science in Indonesia. This grant was funded by the Commonwealth Environment Protection Agency.

Division of Business, Humanities and Social Science

The Division developed an Offshore Business Education Program and staff conducted a significant number of courses in Vietnam. Other activities included programs in Indonesia, Papua New Guinea and the Philippines. These activities are mostly conducted in partnership with major Australian companies operating in these countries.

Number of full-fee paying overseas students enrolled (EFTSU)

	1993	1994
Division of Business, Humanities and Social Science	371	500
Division of Science, Engineering and Design	261	244
TAFE Division	498	361
Total	1 130	1 105



D PUBLIC RELATIONS AND THE MARKETING OF SWINBURNE

OBJECTIVE

To raise the profile of Swinburne's educational, research and consulting activities in the general community, and in educational, Government and business circles in order to:

- make Swinburne more competitive in relation to the recruitment of staff and students, and the obtaining of research funding and consultancy requests;
- display Swinburne's public accountability for the resources it receives.

SUB-OBJECTIVE 1

To improve the effectiveness of Swinburne's public relations activities by implementing public relations policy, planning and infrastructure.

PERFORMANCE MEASURE

Alumni: increased membership and income generated.
Public relations events: number and type.

ACTION TAKEN

Alumni

The Alumni Association continued to expand its database, and now has a bank of 17 630 addresses on file. Memberships and donations to the Association increased dramatically in 1994, donations totalling \$27 175; 155 alumni joined as contributing members, generating a further \$5 800.

Opportunities to participate in functions and events enabled alumni to participate in Swinburne networking. Functions included dinners in Melbourne, Hong Kong, Kuala Lumpur and Jakarta; a networking meeting for Business alumni and final year Business students; a reunion of former staff; a reunion of former School of Art students from the 1940's; and a cocktail reception at the Chancellor's residence, 'Raheen'. Following the overseas dinners, alumni chapter groups were set up in Hong Kong, Malaysia and Indonesia.

Another important step was the acceptance by Council of the Alumni Association's Constitution. The inaugural AGM was held in August and the Vice-Chancellor, Professor Iain Wallace, was present. In addressing the meeting, Professor Wallace predicted that the Alumni Association could evolve into an international community of mutual self interest, with alumni providing employment opportunities to graduates who could, in turn, advise the University on the educational needs of their particular industries.

Public relations events

In September, the Minister for Tertiary Education Training, the Hon Haddon Storey, unveiled a sign on the new Lilydale campus announcing that construction would soon commence on the site. This event was attended by a large number of Outer East politicians and other local dignitaries. Some \$13 million has been jointly provided by Swinburne and the Commonwealth Government for the start of the new

campus, and the greenfields site provides an enviable opportunity to develop an exciting campus which provides the best high technology facilities in a manner sympathetic to the surrounding environment.

The Master Plan for the project was developed by leading planner and landscape architect, Daryl Jackson, and the first building is being designed by two of Australia's most respected architectural practices, Bates Smart McCutcheon from Melbourne, and Glenn Murcutt from Sydney. The new campus is expected to be open for the 1996 academic year, in combination with the Outer Eastern College of TAFE which will also offer courses on the site.

Two of the most heavily attended promotional events during the year were Open Day, which was attended by around 20 000 visitors across the three campuses, and the Postgraduate Information Evening.

Division of Business, Humanities and Social Science

Mr John Morieson, School of International and Political Studies, received a grant from the Commonwealth Government Cultural Development Initiative to assist the Aboriginal Housing Board of Victoria. The grant was awarded to mount an exhibition of archival photographs of Aborigines of rural Victoria. The exhibition will tour as many rural areas as possible, providing a catalyst for discussion of aboriginal history and heritage.

Office of Industry, Regional Development and Client Services

In 1994, the Office was asked to take over the University's contribution to the Graduate Careers Council of Australia's annual survey of graduates so that a more unified approach could be adopted. During the year, the Office set up new procedures for the operation of the survey resulting in more meaningful results in the analysed data. The existence of the GCCA survey, and its results, are now more widely known and used throughout the higher education sector of the University.

Division of Science, Engineering and Design

The School of Computer Science & Software Engineering is particularly pleased with the results of the GCCA survey of its graduates, which rates the quality of its teaching as very high. The results of the survey indicate that the School is well above the average for Computer Science Departments in Australia, and the highest of all the universities of technology.

The School of Design moved to refurbished premises on the Prahran campus during the year. The superior facilities include a design gallery and this proved to be invaluable on Open Day when the work of the School was on display, being of great interest to the public and potential students alike. Industrial Design used this venue for its graduate exhibition this year. Graphic Design again staged its graduate exhibition at 333 Collins Street, Melbourne. Both exhibitions were a resounding success, with good attendance at opening nights and for the duration of the exhibitions. Mr Brian Sadgrove of Brian Sadgrove and Associates (graphic design consultants) was awarded the inaugural Swinburne Design Award for service to the profession and education, and Swinburne in particular.

The National Centre for Women

Publicity in support of women in non-traditional areas via the Centre's quarterly newsletter, *Gender Matters*, has been a most successful strategy in profiling both the Centre and the University. The newsletter appears to be unique in Australia in promoting dialogue between major players impacting on women's education, training and employment in non-traditional areas, and is proving to be a valued resource across these sectors. *Gender Matters* is distributed to industry, higher education and TAFE institutions, private providers, professional associations, and international organisations.

The inaugural award for Women-of-the-Year in a Non-Traditional Area has attracted considerable media interest, being promoted by radio and press alike. The award will publicly acknowledge and reward the achievements of individual women who, through their work or field of study, break new ground and provide inspiration to others.

SUB-OBJECTIVE 2

To increase community awareness of and interest in science and technology in order to encourage greater participation in the study of disciplines where there are currently, or are expected to be in the foreseeable future, under-developed skills or a shortage of skilled practitioners.

PERFORMANCE MEASURE

Number of schools visited by The Swinburne Travelling Science Show.
Number and extent of sponsors for The Swinburne Travelling Science Show.
Impact on enrolments in Applied Science and Engineering.
Increase in commercial sponsorship for Swinburne activities.
Participation rate of members of the community in the various community participation programs.

ACTION TAKEN

The Swinburne Travelling Science Show

The Travelling Science Show travelled to 25 rural Victorian secondary and primary schools this year, involving over 3 000 students. The popularity of the Show is evidenced by the fact that the total audience size for all programs was 27 000 - made up of 15 000 secondary students, 6 000 primary students, and 6 000 of the general public.

The program, *Science in a Suitcase*, also continued to cater for school holiday community groups and, in all, 18 venues were visited. A fee-for-service was charged which generated an income of \$54 000, in addition to which the Science Education Centre, which coordinates the Science Show, attracted funding of \$30 000 from *National Electricity*.



E EQUITY AND ACCESS

To enhance educational offerings at Swinburne by developing policies, procedures, practices and educational opportunities which promote equality of access and participation for the whole community according to demand.

SUB-OBJECTIVE 1

- To ensure that there is no discrimination on the basis of race, causing student non-selection or withdrawal.
- To provide programs and support services which increase the opportunities for people from socio-economically disadvantaged backgrounds to undertake Higher Education studies.
- To ensure that there is no discrimination on the basis of gender caused by student selection, enrolment and assessment policies, procedures and practices; to improve the balance of participation of women in Higher Education with particular emphasis on postgraduate programs and the non-traditional areas of Applied Science, Engineering and Business.
- To ensure that there is no discrimination on the basis of disability, causing student non-selection or withdrawal.
- To provide access to higher education for people from rural and isolated areas.

PERFORMANCE MEASURE

Increase in enrolments, retention and completion rates of target groups such as:

- women in non-traditional areas;
- people of non-English speaking background;
- Aborigines;
- adults returning to part-time study;
- adult VCE;
- previously long-term unemployed;
- sole parents;
- economically disadvantaged;
- people with disabilities;

through activities such as:

- promotional activities;
- bridging courses - alternative entry strategies;
- special admission schemes.

Number of complaints on the grounds of discrimination registered and resolved.

Diversity of student profile.

Access Report for physically impaired students prepared and recommendations implemented.

ACTION TAKEN

Women in non-traditional areas

Equity Unit

The Equity Unit developed an innovative package and brochure to encourage more women to study in non-traditional areas. The package received critical acclaim from students and the staff within Victorian schools, and locally within Swinburne.

Two scholarships were awarded to women studying in Swinburne postgraduate management courses. The scholarships offer women who otherwise could not afford to study the opportunity to study management increasing the possibility of progressing into more senior positions within their companies. This has been a very successful program and is to continue into 1995.

Swinburne is a member of a consortium (with La Trobe and Monash Universities), which received a substantial National Priority Research Fund grant from DEET, to organise the 1995 Equity and Access Conference in Melbourne, July 1995.

National Centre for Women

Dr Sue Lewis, National Centre for Women, was invited to attend and contribute to an international working conference and network on *Engineering Education and Professional Practice: Developing Gender Inclusive Models*. Funded by the Open University, UK and the European Commission, the conference resulted in the establishment of an electronic (email) network, as well as proposed publications. Thirty people were invited to attend, the Centre being one of only three Australian organisations represented.

Funds of \$5 616 were allocated to the Centre from Swinburne Staff Development Funds for the development and delivery of a 'Gender Awareness Program' to staff. This package is delivered in half-day modules and covers theoretical perspectives from gender and science, computing, and engineering research as well as offering a range of experiential workshops which enable staff to relate these theoretical ideas to their teaching. Delivery of training commenced in 1994 and will continue into 1995 in both higher education and TAFE.

Twelve international organisations became members of the Centre during 1994. They are:

- Asian Institute of Technology, Bangkok
- Beijing Institute of Technology, Beijing, China
- Engineering College of Copenhagen, Denmark
- Intelcam, Yacounde Cameroun
- Mongolian Movement 'Women for Social Progress' Ulaanbaatar
- Thames Valley University, London
- The Royal Academy of Engineering, London
- University of Bradford, Bradford, West Yorkshire, UK
- University of Humberside, Hull
- University of Auckland, New Zealand
- University of Canterbury, New Zealand
- Winterthur Polytechnic, Switzerland

People with disabilities

Equity Unit

Early in 1994, the Unit purchased computer equipment to enable Swinburne students with various levels of vision-impairment to readily access information. The equipment scans books, recognises the text, converts the text to synthesised speech, and reads it aloud. This equipment is available for use in the Library on the Hawthorn campus.

The *Report on Financial Benchmarking of Students with Disabilities* was published by DEET in May 1994. This report was the result of the Evaluations and Innovatives Program Grant from DEET awarded to Mary Jones, Equity Unit, in 1993. The Report was featured in *The Australian - Higher Education Review*, and duly received critical acclaim from all quarters of higher education.

Special admission schemes

Equity Unit

A National Priority Research Fund Grant of \$200 000 was awarded to Mary Jones, Equity Unit. The grant will enable her to develop and market a Recognition of Prior Learning (RPL) program, *RePLay* - the result of her three-year research and development project. The multi-media program is designed to integrate the difficult issue of RPL into the mainstream of formal education.

RePLay is a self-paced, multi-media, self-completion program which provides participants with a clear picture of their skills and understanding levels, thereby equipping them to match their own learning outcomes to either their career potential or to their further education requirements. The program is in three stages and includes fully prepared material on video, computer disc, audio tape and print.



F PROVISION OF LEARNING AND TEACHING TECHNOLOGIES

To ensure that Swinburne is at the forefront in the provision of learning and teaching technologies and education services.

SUB-OBJECTIVE 1

To undertake a full examination of the range of learning and teaching services, programs and technologies available in order to plan for their provision and maintenance at Swinburne.

PERFORMANCE MEASURE

New technologies provided according to priorities.
Program established for training staff in the use of new learning and teaching technologies.
Student access to new technologies.
Multi-Modal Learning.

ACTION TAKEN

Training staff in new technologies

Swinburne Library

Over 200 academic staff from across the University attended Internet training workshops organised by the Library. Areas covered included the accessing of catalogues (national/international universities and research libraries), and the Swinburne CD-ROM network. Access and delivery of journal articles via a range of electronic services was also covered, along with accessing the subject-based information resources for teaching and research via the Swinburne CWIS and Internet.

Student access to new technologies

Division of Business, Humanities and Social Science

The School of Information Systems is participating in an ongoing CAUT project which will produce a computer-based learning package aimed at facilitating the learning process for all Australian first-year university students.

Computer Services and Information Technology

The general student access laboratory in the engineering building was upgraded at a cost of approximately \$170 000. This enhanced the capability of the services provided to students by access to advanced computer resources. Universal access to Internet services was also provided to all students via the OPAX/CWIS system, complete with appropriate documentation provided for student use.

Multi-Modal Learning

Division of Business, Humanities and Social Science

Associate Professor Helen Paterson, School of Commerce, is exploring learning strategies employed by students so that material delivery and learning tasks can be geared to differing strategies. Associate Professor Paterson received a CAUT grant of \$50 000 towards her research project entitled *Student Self Learning and Self Assessment using an Interactive Computer Based Program*. This project will assist students to assess their own learning style, approach and strategy.

Division of Science, Engineering and Design

Because of the lower intake scores of many students selected into the degree programs offered on the Mooroolbark campus, greater care and effort is required by staff in meeting the learning needs of these students. Program Directors are aware of this situation and encourage teaching staff to establish a learning environment which aids and supports these students. A number of staff are experimenting with MML techniques that facilitate self-paced instruction. Staff member, Steve Weal, School of Mathematical Sciences, is utilising learning contracts with students and experimenting with modes of conducting tutorials using PCs and remote links.

The commitment of the School of Computer Science & Software Engineering to the development in the Outer East continued through the delivery of the second year of the pilot MML program in Management Science and Computing, and through the accreditation of a new degree which permits students to take a Computer Science major combined with any other Swinburne accredited major study. In 1995 the first students will enrol in a program at Mooroolbark which combines Computer Science with Psychology.

Computer-managed learning has a strong impetus within the School of Biophysical Sciences & Electrical Engineering through a powerful and flexible program, ASSESS, developed by Associate Professor Dale Murphy and Peter Ciszewski. This has been made available to schools throughout Australia and runs across a network of PCs.



G HUMAN RESOURCE MANAGEMENT

To employ, develop and maintain an effective academic and support staff of professional calibre and reputation committed to the pursuit of academic, teaching and administrative excellence.

SUB-OBJECTIVE 1

To review, develop and implement all personnel policies, procedures and practices.

PERFORMANCE MEASURE

Policy development.

Staff development programs - in-house or funded

Procedures and systems developed and implemented.

Staff turnover rates.

Number of academic staff promoted compared with number of staff appointed.

Appraisal and career planning policies, systems and procedures approved and developed.

ACTION TAKEN

Policy development

During 1994,

- based on experience gained in earlier cycles, Academic Merit Promotions Policy and Procedures were reviewed and some amendments incorporated;
- Policy on Recruitment and Appointment Of Staff was revised to provide for the possibility of appointment of staff without advertisement in certain specified circumstances;
- a Provisional Policy on Sexual Harassment was approved subject to further discussions with concerned parties and with the University solicitor;
- further ongoing discussions were undertaken to establish issues for enterprise bargaining and a University position on those issues;
- a first group of policies applicable to Swinburne Employment of TAFE Teachers was prepared for submission to Council.

Staff Development

In-house

Swinburne has a sound staff development base from which to deliver quality in-house programs.

Expenditure on staff development amounted to \$1 024 241 which includes expenditure on salaries whilst staff attended the development programs. This represents a slight decrease on the 1993 figure of \$1 112 704.

Funded staff development

This year, 75 programs were delivered by the University to 800 staff. These programs were in the core areas of management development, teaching and learning, research, equity, technology and quality awareness. They were primarily funded by the Joint Planning Committee (JPC) or *QuEST*, at a cost of \$125 000.

Programs delivered included:

Management Information System Training
 Research Training and Development Activities
 Gender Awareness Training
 Electronic Library and the Internet
 Managing Complexity
 (AVCC) Management Programs
 Quality Management
 Facilitating Academic Teaching and Learning.

Increases in staff development opportunities over the past few years are attributable to a number of programs being offered by a greater range of providers, with technology continuing to be a major growth area for staff seeking assistance with both administrative and educational products.

The following data summarises the extent to which staff accessed training programs during the year:

	Males	Females
Division of Business, Humanities and Social Science	132	207
Division of Science, Engineering and Design	429	138
Chancellery and service areas	125	176
International Office	2	16
Office of Research and Graduate Studies	-	6
Industry, Regional Development and Client Services	10	44
Information Services Group	113	230
TAFE	141	298
Sub-total	952	1 115
Total 1994	2 057	
Total 1993	1 250	
Total 1992	1 212	

Number of academic staff promoted

A summary of promotions, effective 1 January 1995, is set out below:

	Applications		Promotions	
	Males	Females	Males	Females
Professor	2	1	1	-
Associate Professor	11	4	2	1
Principal Lecturer	10	1	3	-
Senior Lecturer	7	3	4	2
Senior Research Associate	1	-	-	-
Lecturer	-	1	-	1
Total	31	10	10	4

SUB-OBJECTIVE 2

To contribute to the development of an effective industrial relations environment which will minimise disputes, provide effective means for settling disputes and define both the rights and responsibilities of employers and employees.

PERFORMANCE MEASURE

Staff associations in existence.
Low number of industrial disputes.
Staff and employer representation maintained.

ACTION TAKEN

Industrial Relations

The principal industrial relations activities during 1994 were finalisation of matters associated with award restructuring and preliminary activities associated with enterprise bargaining.

Following finalisation of a General Staff award restructuring agreement in December 1993, staff were translated to the new simplified classification structure. Ongoing review of the appropriateness of classification transfers continued during 1994.

National framework agreements on enterprise bargaining were finalised for General Staff in December 1993 and for Academic Staff in February 1994. Unions representing higher education Academic, TAFE Teaching, and General Staff, notified their desire to begin discussions on a range of issues. Agreement was reached that all unions involved will form a single bargaining unit to negotiate one enterprise agreement for all staff of the University. Preliminary discussions on information sharing and procedural issues were held in late 1994 and a schedule of negotiating meetings which will commence in February 1995 was established.

Hearings before the Australian Industrial Relations Commission on proposals to change some provisions in the 1988 Second Tier Award for Academic Staff concluded in November 1994. Decision on the arbitration is expected early in 1995.

During 1994, 68 days were lost at Swinburne through WorkCover claims. No time was lost due to industrial disputes.



H ADMINISTRATIVE SERVICES

To ensure that the educational sector is appropriately serviced and accommodated by developing an administrative plan, policies, and procedures for the effective and coordinated management of the educational programs, and financial, physical and equipment resources of Swinburne.

SUB-OBJECTIVE 1

To develop and maintain an adequate physical and environmental infrastructure as a necessary condition for the successful pursuit of Swinburne's educational objectives.

PERFORMANCE MEASURE

Successful completion of campus plan review.
Completion of assessment of needs of Divisions, Schools and management units.
Implementation of building, accommodation, maintenance and landscaping priorities.
Buildings and environment suitable for intended use.
Staff/student satisfaction.
Standards developed.
Implementation materials prepared and distributed.

ACTION TAKEN

Building and accommodation priorities

Hawthorn

During 1994, John Street was closed. This will enable the central precinct of the Hawthorn campus to be paved and upgraded, with appropriate landscaping. Work has begun on upgrading the Student Union building and Bookshop. The School of Design has moved to a specially-refurbished building on the Prahran campus, making way for the demolition of the old Graphic Design building in favour of a new landscaped open area. In this way, the centre of the Hawthorn campus will be opened up and made into a more attractive environment.

The TAFE area of the campus has been developed over recent years according to an integrated plan. The concept proposal for Stage 3 was approved by the State Government during 1994, and a grant of \$13 million allocated.

During the year, Swinburne acquired a further building in Hawthorn at a cost of \$1.5 million to house members of staff and students of the Division of Business, Humanities and Social Science. The funds were sourced from the Division's commercial funds, and the expenditure includes the purchase and substantial refurbishment of the building. This building will be used for research students, Innovation and Enterprise staff, and for the management of a number of key research and commercial programs.

Prahran

Prahran campus is a compact site with many older buildings. The first major new building works in 20 years will commence on the campus in 1995. Fronting St. John Street, the building will form the centrepiece of the campus and set the standard for accommodation at Prahran. The five-level building

will provide campus-wide facilities such as library, cafeteria, and student services, as well as accommodation for all programs within the School of Social Sciences and Arts.

During 1993/94, total refurbishment of Building A on the Prahran campus took place, and the School of Design moved from Hawthorn into these markedly superior premises. Placed alongside the TAFE Art and Design and Performing Arts facilities, the building provides a focus for the University's creative strengths, facilitating improved cooperation between the two areas.

SUB-OBJECTIVE 2

To enable effective teaching, learning and administration at the forefront of technology by acquiring, maintaining and developing adequate facilities, systems and information resources.

PERFORMANCE MEASURE

Enhanced research support.
Necessary funds available to meet Library needs.
Expanded staff access.
User satisfaction.
Level of student and community usage of Library facilities.
Satisfactory information technology equipment.
Acquisition and installation to established principles and standards of appropriate equipment and software, including computing hardware, operating systems, and application services.
Needs identified and prioritised.
Collection management undertaken.

ACTION TAKEN

Operating systems

Swinburne Library

A team of staff from the Information Services Group, of which the Library is a member, established a JPC-funded Campus-Wide Information Service (CWIS) based on World-Wide Web (WWW), which provides a user friendly interface to electronic networked services. CWIS makes access to electronic resources simpler, and provides the ability to 'publish' local information electronically.

Computer Services and Information Technology

The goal of a single network operating system for the University's PC network progressed. Most of the planning was completed and software acquired. Implementation will begin early in 1995, along with a single electronic mail standard and addressing scheme.

Over \$300 000 was expended on upgrading the University's telephone network. A microwave link was established which has increased the electronic communication exchange between campuses by ten times that of the previous link. This has now resulted in an homogeneous network between all campuses. A new *voicemail* system was also installed which is currently supporting over 500 users.

MIS Special Project Unit

The task of this recently created Unit was to oversee the implementation of an integrated and comprehensive management information system. This involved the creation of a range of quality systems, standards and procedures to guide day-to-day operations, establishing a cohesive team, and providing a range of services and support to the Swinburne community.

The primary focus in 1994 was to provide user and computer applications support across the University. This involved problem resolution, advice on standards, systems and procedures, database administration, report extraction, work request management, access and security administration, business analysis services, product evaluations and a range of other activities.

In particular the MIS Special Project Unit team:

- Undertook the task of converting 250,000 student records from the TSAS system (used at Prahran Campus) to the ASCOL system. All student administration functions for the Higher Education and TAFE sectors of Swinburne and across all campuses are now managed using ASCOL.
- Completed a detailed feasibility plan for the introduction of the Human Resources Management System (HRMS) which is to be interfaced to ASCOL. HRMS is scheduled for implementation in 1995.
- Supported the Finance Department in completing its implementation of the financial management system (CONCERT). This system is now in operation at Swinburne with an interface to ASCOL.

Finance Branch

With the support of the MIS Special Project Unit, the Finance Branch successfully implemented the major components of the CONCERT Financial System. This involved all staff in acceptance-testing, and training and conversion of files to the new system. The new system has significantly improved the on-line enquiry service, the processing of commitments, and streamlining of the entry of data.

The direct deposits module has enhanced the student payments facilities and has reduced data entry duplication in the student debtors system. The direct deposits system has also reduced the security risks associated with cash collections. A further benefit of the direct deposits system is the improved integrity of the fee calculations and enrolment data information, ensuring that all fees are collected and student details are appropriately recorded.

Expanded staff access

Swinburne Library/Office of Research and Graduate Studies

The first stage of a collaborative study between the Library and the Office of Research and Graduate Studies (ORGS) on *Information Needs of Research Staff and Students* was completed. The study examined information needs using a multi-method approach to data collection, ie, observation, semi-structured interview, and questionnaire.

Subsequent achievements include improved network access and management, major improvements in access to electronic information, strengthening of the role of the Liaison Librarians in support of research, and training for research staff and students in the use of networked resources.

SUB-OBJECTIVE 3

To ensure the most effective use of buildings and equipment through a planned system of resource utilisation.

PERFORMANCE MEASURE

Utilisation survey completed annually.
alternative teaching techniques and use of technology examined and recommended.
Improved space and time utilisation. Material proved in a timely manner.

Improved space and time utilisation

Swinburne Press

The Chancellery provided funds of \$720 000 to upgrade the equipment and premises of the Swinburne Press, to bring it into line with commercial competitors. The Press now has state-of-the-art digital reprographic facilities, offset printing facilities including two-colour/one-pass printing, and on-line

finishing facilities including thermal binding and signature booklet-making, resulting in a vastly improved production throughput.

SUB-OBJECTIVE 4

To ensure that the educational programs of Swinburne are efficiently and effectively serviced and coordinated by establishing and maintaining systems and procedures.

PERFORMANCE MEASURE

Effective and efficient student administration.
Client satisfaction.

ACTION TAKEN

Student administration

Academic Registrar's Department

The former Registrar's Department underwent a number of significant changes as a result of the impact of the continued development of the MIS, and devolution as part of the University's organisational and internal restructuring. The introduction of the MIS for student administration purposes across all Divisions has enabled the integration of activities between the three campuses. Much of the responsibility for enrolments has been devolved to the Divisions, and the HECS function transferred to the Finance Department. Admissions, Examinations and Awards now report to the newly created office of Academic Registrar, providing an integrated and coordinated service.

A consolidated Academic Secretariat was created to encompass the Council Secretariat, the servicing of a large number of University Boards and committees, the FOI function, strategic planning and review, and coordination of the promulgation of University policies and procedures.



I SOCIAL AND OTHER LEGISLATION

To ensure the Swinburne community is aware of, and responds to, the provisions of social and other legislation affecting it.

SUB-OBJECTIVE 1

To allow appropriate access to information within Swinburne in accordance with the provisions of the Freedom of Information Act.

PERFORMANCE MEASURE

Freedom of Information.

Number of FOI Requests.

All reporting and statistical responses made within the FOI Act's time limit.

Acceptability of the annual return of statistics.

ACTION TAKEN

Freedom of Information

In the year from 1 July 1993 to 30 June 1994, nine new requests for documents were received and decided, comprising four personal documents requested, and five non-personal documents. Access in full was given to five of these requests, access in part to two, and two requests were not able to be satisfied, under Section 27(1)(e) of the FOI Act.

SUB-OBJECTIVE 2

To ensure a safe working environment and practices in accordance with the provisions of the Occupational Health and Safety Act 1985 and related legislation.

PERFORMANCE MEASURE

Occupational Health and Safety (OHS) policies and procedures reviewed and revised as necessary.

Faculty, Division, Department and Unit reports provided as required.

Management training programs in OHS provided.

Management training programs in OHS provided.

Course material updated to include adequate safety standards and demonstration of safe working practices.

ACTION TAKEN

Occupational Health and Safety

A concerted effort was made in 1994 to involve the Swinburne community in consultative processes with the aim of developing a safe and enjoyable working environment. Consistent with the University's quest for quality assurance and continuous improvement, an occupational health and safety management plan was introduced to enable the systematic implementation of risk-reduction strategies.

These strategies included:

- Implementation of the Emergency Preparedness Program. All 14 major buildings were reviewed and emergency fire-drills carried out. The MFB were particularly impressed with the performance of wardens. Swinburne now has a trained team of 350 volunteer wardens.
- Establishment of individual emergency plans for students and staff with physical disabilities.
- Special instruction and training for students with intellectual disabilities.
- Orientation for international students to include safe-living skills. Emergency procedures are being translated into major foreign languages.
- Implementation program for injury risk associated with manual handling.
- Health and safety requirements incorporated into several new building and refurbishment works.
- Ergonomic considerations established for screen-based equipment and furniture selection.
- A wide range of customised ohs training courses conducted, and
- The use of well-targeted and user-friendly information. To this end, resource information pertaining to on-site chemicals has been organised into a Chemical Resource Implementation Folder (CRIF).

SUB-OBJECTIVE 3

To ensure Swinburne's compliance with the Victorian Equal Opportunity Act, Sex-Discrimination Act, and other appropriate State And Federal legislation, as enacted.

PERFORMANCE MEASURE

Equal Opportunity policies and procedures reviewed and revised as necessary.

Management training programs provided.

Affirmative Action program monitored.

Division, School and management unit reports on Affirmative Action provided.

All relevant Swinburne documents reviewed and revised.

Number of complaints on equal opportunity grounds:

- resolved;
- not resolved;
- pending action.

Authorisation of appointments based on Swinburne equal opportunity policy.

Rotation, secondment and mobility to correlate with staff training and development needs analysis, Swinburne program developments and target group needs.

Number of applicants and appointees from target groups per vacancy.

Patterns of discrimination-related complaints received over 1-2 year period.

ACTION TAKEN

Affirmative Action

1994 marked the final year of Swinburne's Affirmative Action Awards. The Awards were presented by Noel Waite, immediate Past President of the Victorian AIM. The overall winner was the Division of Business, Humanities and Social Science for providing a flexible work environment for staff with family responsibilities.

Number of complaints on equal opportunity grounds:

The Equity Unit assisted in the resolution of the following complaints on equal opportunity grounds:

	1993	1994
Gender	11	13
Sexual Harassment	6	12
Racial Discrimination	1	6
Disability	3	7
Total	21	38

Report on Annual Reporting Regulations Requirement for 1994

Further to the detailed report on operational achievements contained in the previous section, the following material provides detailed factual information concerning Swinburne which is required in respect of the Annual Reporting Regulations for Victorian Universities.

7(a) Establishment

Swinburne was proclaimed a University by the Parliament of Victoria on 1 July 1992, and this represented the last stage in an 84 year progression from a small technical college in Hawthorn, to a multi-campus university of technology. The Eastern Suburbs Technical College was founded in 1908 by George Swinburne, a prominent local Councillor, and Mayor of Hawthorn [1902].

George Swinburne came to Australia from the UK in 1886 to take up a position in his uncle's engineering firm and brought with him a passionate interest in education and the welfare of people, his educational ideals being the conviction that educational institutions *"which minister directly to the needs of the community, create the best system of education which turns out the type of men and women of which this country has most need."* His ideals were put into practice when he founded the Technical College.

The first students were enrolled in 1909, when classes began in carpentry, plumbing and blacksmithing. The institution grew and prospered, and soon afterwards a boys' and (the first) girls' junior technical school in Victoria was established. In 1913, the institution changed its name to the Swinburne Technical College in honour of George Swinburne, and is the only Australian public university to bear the name of its founder.

In a treatise on technical education written shortly before his death in 1928, he had this to say: *"Under present conditions of specialised industry, and the ordinary education in the State school ceasing at the age of fourteen, there is no doubt that a continuance of both a general and a specific education as applied to industry in which the youth is engaged would be of immense advantage. It would be better for the youth and better for the industry."* The motto for the Swinburne Coat of Arms, 'Achievement through learning', reflects the vision of its farsighted founder!

Swinburne today is one of only a few tertiary institutions in Australia providing both higher education and Technical and Further Education (TAFE) within a well integrated structure. This provides the scope for offering a range of courses from apprenticeships within TAFE to postgraduate qualifications such as PhDs, in higher education. With the process of articulation between courses firmly in place, students are provided with intersectoral *Pathways* giving greater flexibility than ever before.

Swinburne University was established under the Swinburne University of Technology Act (1992). The Minister responsible for the Act is the State Minister for Tertiary Education and Training. For funding and student load purposes, academic program profile, and some aspects of strategy planning, the relevant Minister is the Federal Minister for Employment, Education and Training.

7(b) Objectives and functions of the University

(i) Objectives

The objectives of the University as stated in the Act are:

- (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 wide 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 other 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;
- (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 within Victoria and elsewhere.

(ii) Powers and Duties

The main decision-making bodies are:

Swinburne Council (see 7(e))
 Academic Board
 Board of TAFE
 Board of Technical Studies
 Chancellery.

Academic Board:

The Academic Board is the senior academic committee of the higher education Division. The Board is charged with academic oversight of prescribed higher education academic programs and courses of study and providing advice to Council on the conduct and content of these programs and courses. The composition of the Board is approved by Council bearing in mind the recommendations of the Board.

It is the Board's responsibility to advise and make recommendations to Council on:

Regulations, policies and procedures relating to admission, enrolment, exemption, assessment, progression, withdrawal, exclusion, suspension, review and appeal and any other regulatory matters associated with academic programs.

Academic planning, direction and development.
Coordination, monitoring and review of academic activities.

The desirability of the University offering new courses of study or discontinuing existing courses of study.

Any matter relating to or affecting teaching, scholarship and research within the University.

Any matter which in the Academic Board's opinion is relevant to the educational work of the University.

The requirements for the award of degrees, diplomas and certificates other than honorary degrees.

The educational and associated resource (physical, financial, human and information) implications of the annual University budget.

The accreditation of new courses and re-accreditation of existing courses.

In the context of the higher education Division of the University, the Academic Board is responsible for:

The provision of final academic assessment of new course proposals and course re-accreditation proposals.

Overseeing the implementation of regular course evaluation procedures and initiatives relating to the continuous improvement of education programs.

Identifying and considering intersectoral issues that require referral to other areas for consideration through the Joint Planning and Resource Committee (JPC).

Strategic planning associated with courses and academic matters and the identification of the financial, physical and human resource implications of resulting initiatives.

Approving criteria for good teaching and assessment practices.

Keeping under review the quality and adequacy of academic programs, services and facilities.

Coordinating course planning and continuous course improvement within the context of the University's mission, objectives and strategic plan as approved by Council.

Approval of policy and procedures relating to all higher degree programs including admission of candidates and approval of supervisors and examiners.

Approval of policy relating to the administration of academic programs.

Supervision and maintenance of academic standards throughout the University.

The Academic Board may establish such committees (standing, ad hoc and working parties) as it deems necessary to carry out its business. No committee of the Academic Board shall prevent the exercise by the Board of any of its powers or functions.

Board of TAFE:

The Board of TAFE is responsible for administering the affairs of the TAFE Division. The Board is responsible for, and accountable to, Council for all matters concerning the TAFE Division, including:

Efficient and effective management of the TAFE Division.

Preparation of periodic management plans for the TAFE Division.

Preparation and negotiation of performance agreements under the Vocational Education and Training Act 1990.

Planning and funding of TAFE activities, instruction, studies, discipline, examinations, assessments and research and the granting of diplomas, certificates and other awards in TAFE programs.

Provision to the population of the area served by the TAFE Division of efficient and effective TAFE programs responsive to the needs of industry, students and the general community.

Provision of adequate arrangements for persons and groups who have not had or do not have adequate access to TAFE programs and services.

Exercise of any other power or function conferred or imposed on the Board by Council.

The Board has specific delegations from Council to oversee the expenditure of TAFE funds; to negotiate an annual performance agreement with the Office of Training and Further Education; and to give directions on the management of the TAFE Division's human resources.

The Board is comprised of members of the wider community, and staff and students of the TAFE Division. 'Wider community' members are appointed on the basis of their knowledge of the State Training System and their close association with an industry or field served by the TAFE Division.

Board of Technical Studies:

The Board of Technical Studies is the senior academic committee of the TAFE Division. The Board is charged with maintaining the academic standards and developing the educational program of the TAFE Division.

It shall be the Board's responsibility to:

Form Divisional boards and other sub-committees, receiving their reports and recommendations and communicating to them such recommendations or guidance as it deems appropriate for the effective coordination and implementation of academic policy.

Ensure that adequate attention is given to planning the academic development of the TAFE Division and that such development is reviewed at regular intervals.

Ensure that principles covering the selection, admission and suspension of students on academic grounds, and regulations covering examinations, assessment of students' work and evaluation of academic progress are drawn up.

Determine the academic calendar.

Make recommendations for the award of academic qualifications, fellowships, bursaries, prizes or other distinctions.

Appoint external examiners/moderators.

Make such recommendations as it considers appropriate at any time to the Vice-Chancellor and/or the Council, concerning:

- establishment
- estimates, submissions, research budget and policy, and financial matters
- publicity, public relations and liaison with industrial, educational and research establishments
- industrial training
- the nomination of academic representatives to external bodies
- staff conditions of service, secondment and study leave
- amenities and administrative assistance available to staff and students, arrangements for staff and student consultation
- any other matters relevant to educational arrangements or delegated by the Council.

Chancellery:

The Chancellery, which comprises the executive management team of the University, is responsible for a range of matters affecting Swinburne 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 and industry, and the wider community.

7(c) Nature and range of services provided

Internal structure

Swinburne is a multi-sector educational institution, and offers education in the technologies, business, the social sciences and related humanities, and operates across three campuses (Hawthorn, Prahran and Mooroolbark). A fourth campus, in the Lilydale area, is expected to be operational in the second half of 1996.

The University's internal structure comprises two sectors (higher education and TAFE), and is divided into three Divisions:

Division of Business, Humanities and Social Science
Division of Science Engineering and Design
TAFE Division.

Higher education sector

The two higher education Divisions are each headed by a Pro Vice-Chancellor, and provide undergraduate, graduate diploma, and postgraduate studies, the latter by research or coursework. The academic affairs of each Division are managed by a Divisional Board, which reports its decisions or recommendations to the Academic Board, which, in turn, reports to Council.

The Divisions comprise the following Schools:

Biophysical Sciences & Electrical Engineering
Chemical Sciences
Civil Engineering and Building
Commerce
Computer Science & Software Engineering

- International and Political Studies
- Information Systems
- Management
- Mathematical Sciences
- Mechanical and Manufacturing Engineering
- Social and Behavioural Sciences
- Design.

TAFE sector

Swinburne's TAFE Division is headed by the Director, TAFE Division, and offers a comprehensive range of courses at para-professional, technical, trade and VCE level. Qualifications of diploma, associate diploma, certificate and advanced certificate can be obtained. Excellent articulation arrangements exist at Swinburne, enabling students to move from TAFE to higher education with maximum credit transfer.

The TAFE Division operates on two campuses (Hawthorn and Prahran), and is divided into three Schools:

- Business and Information Systems
- Engineering and Industrial Science
- Social Sciences and Arts

and a Teaching Centre (Furniture Studies) (until end 1994 only).

The academic affairs of these management units are controlled by School Boards which are standing committees of the Board of Technical Studies. These School Boards advise the Board of Technical Studies on academic matters relating to TAFE programs. Academic issues for the TAFE Division are managed by the Board of Technical Studies which reports to the Board of TAFE and/or to Council.

There are a number of fee-for-service Centres within the TAFE Division which provide intensive, practical training programs, high quality consultancy services and/or applied research to industry, government and the wider community, viz:

- Centre for Business Development & Training
- Centre for Engineering Technology
- Community Programs
- Department of Industry Training
- English Language Centre
- National Scientific Instrumentation Training Centre
- Off-Campus Centre
- Showbiz Program
- Workplace Skills Unit.

Research

Swinburne has established a research profile built upon its strengths in strategic and applied research, and research centres act as nodes to focus objectives and provide resources. The University has focussed growth on distinctive research capabilities to Australian industry and the community, and the majority of research activities have grown out of cooperation with industry in education, training and industry-based services. Swinburne believes that it can make a distinctive contribution to knowledge through such mechanisms, while providing a stimulating environment for postgraduate research training.

Swinburne has a number of major research centres which have consistently attracted external competitive funding, including Research Infrastructure grants. These Centres' research and development programs are aligned with postgraduate research training and with the University's teaching programs. The Centres also have established collaborations and institutional links with an

extensive range of both national and international organisations and corporations in both the public and private sectors.

Centre for Applied Colloid and Biocolloid Science

This Centre was established in 1980 and its research programs are focused on the four areas of:

- Waste Management Systems;
- BioColloids;
- High Interface Materials; and
- Dispersion Technology.

The Centre's strategy of concentration on specific techniques across a range of systems in collaboration is proving to be highly productive and has led, in many cases, to a progression of funding support from a range of sources, as applications are developed. The Centre has maintained a consistently high level of industrial research grants and Commonwealth competitive grants. In 1994, the Centre was a lead member of the successful bid for a Cooperative Research Centre (CRC) in International Food Manufacture and Packaging Science.

Centre for Applied Neurosciences

This Centre was established in 1985 with the primary purpose of facilitating research into the relationship between human behavioural states and measured brain activity. Under the direction of Professor Richard Silberstein, the Centre's research activity is concentrated into four synergistic components:

- Basic mechanisms underlying rhythmic brain activity;
- Relationship between cognitive processes and brain rhythmic activity;
- Psychiatric and behavioural science investigations; and
- Instrumentation development (biomedical and signal processing).

Novel methodologies developed at the Centre have potential for cost-effective applications in areas ranging from biomedical assessment to market research. The Centre also assists in the teaching of neurosciences in undergraduate and postgraduate programs, offers facilities for research postgraduate study in the neurosciences, and promotes the commercial development of intellectual property originating within the Centre. In 1994, the Centre received external research funding from a range of sources including ARC and NHMRC.

Centre for Computer Integrated Manufacture (CIM Centre)

Established in 1985, the CIM Centre attracted a grant from the Commonwealth Government as a Key Centre for Teaching and Research. This Centre, which is led by Professor Bill Thompson, has established an international reputation for its research with industry. It has a substantial involvement in the Cooperative Research Centre for Intelligent Manufacturing Systems and Technologies. The CIM Centre is playing a lead role in Australia's contribution to the multi-billion dollar international Intelligent Manufacturing Systems (IMS) project, which involves the USA, Europe, Japan, EFTA, Canada and Australia, through its presence on the National Committee and International Technical Committee and creation of research teams to work on international test cases. The Centre is also the Australian partner in the ARC-funded China program for international research collaboration on CIM.

The CIM Centre's large research training programs include collaborative research programs in topics of Advanced and Intelligent Manufacturing including Robotics, Non-Contact Inspection, Simulation and Control, Numerical Modelling, CAD/CAM/CIM, Expert Systems and Materials Forming and Cutting. In 1994, the Centre, together with Monash University, was successful in attracting an ARC Research Infrastructure (Equipment and Facilities) Program grant of \$316 000 for establishment of a Rapid Prototyping Facility.

Centre for Urban and Social Research

This Centre was formed in 1986 through the amalgamation of the Centre for Urban Studies and the Centre for Applied Behavioural Studies. The Centre brings together staff from the two higher education Divisions and is led by Associate Professor Terry Burke and John Pidgeon. The Centre provides research and policy development skills in areas such as survey research, housing, youth studies, ethnicity, social indicators, urban databases and demographic forecasting and analysis.

In 1994, the Centre attracted external funding for a range of projects including an ARC Collaborative Research Grant with VCOS on National Benchmarks for Citizenship and Social Development. Other funding sources for Centre projects include the National Priority Reserve Fund, Telecom, Office of Housing and the Bureau of Immigration and Population Research.

Internationalisation

The International Office commenced operation in January 1994, the main strategic activities of the Office being the development of a University policy on Internationalisation, and the forging of links with overseas institutions. International students have been attending Swinburne for more than 20 years, and (full-fee paying) courses are available to overseas students in both sectors. In 1994, Swinburne had 889 international students (by headcount) in the two higher education Divisions, and 400 in the TAFE Division. The majority of Swinburne overseas students come from Malaysia, Hong Kong, Indonesia, Thailand and Taiwan, and Swinburne has established a strong network of authorised agents in the Asia-Pacific region, aided by *IDP-Education Australia*.

Agreements are in place for academic cooperation with various universities worldwide. During 1994, Swinburne signed an agreement with Baylor University, Texas, USA. This agreement allows for staff and student mobility and collaboration on research and other projects. Consequent to this agreement, Swinburne was invited to join a potentially important international consortium of universities based at the Hong Kong Baptist University. The consortium - composed of the David C Lam Institute for East-West Studies, and the International Institute for Business Development - promises to provide valuable cultural and business links with universities in China, and provides permanent office space for Swinburne in Hong Kong.

In July, an agreement for academic cooperation was signed with the prestigious Technion - the Israel Institute of Technology in Haifa. This agreement will allow staff and postgraduate students in the sciences and technologies to work and study in each other's institution for fixed periods of time on specified projects. In November, an implementation agreement to facilitate undergraduate exchange was signed with the University of the Thai Chamber of Commerce.

Cooperative Education (IBL)

Swinburne has a strong commitment to Cooperative Education which involves Industry Based Learning (IBL) - a philosophy of education whereby higher education students, who have successfully completed the first two years of their course, are eligible for salaried placement in industry. As an added incentive, the engineering, chemical, and information technology industries provide both IBL and scholarships to Swinburne students.

The Cooperative Education Centre, established in 1976, was the forerunner to the Australian Cooperative Society. Both the national body, and the Victorian Chapter of the Society, are centred at Swinburne.

7(d) Shared policy responsibilities

Not applicable

7(e) Administrative structure

(i) Names of members of Council in 1994

The Council is the governing body of the University and has responsibility for the management and superintendence of the University.

Swinburne Council:

Chancellor

R Pratt, AO

Appointed by the Governor-in-Council

M L Cattermole, BSc(Melb), FACS

R J Coughlin, DipAppSc(SIT), TSTC(MSTC)

W G Elms, FCIA, AFAIM

P N Honeywood, MLA, BA(Hons)(ANU)

R S Ives, MLC, BA(Hons), MA, DipEd

N J Maughan, MLA

B van Ernst, BA, BEd(Mon), MEd(LaT), PhD(LaT), TPTC, MACE

K N Watson, AM, BA, BEd (Melb)

(one vacancy)

Appointed by the Minister for Education

D I Allen, BCom, BEd(Melb), MA(UCB), EdD(UCB)

Appointed by the University Council

J Austin, BA, DipEd(Sheffield)

K D Brown, CertProfMedLabTech(NZ), GradDipOrgBeh(SIT), TTIC(Haw)

T W Brown, FCA

T P Bruce, LLB(Melb)

P Eng, MB, BSc(S'pore)

S M L Guilfoyle, FCIS, FCPA

J King, BA(Murd)

A Polis, BA, DipEd(Melb)

J White, BEng (Hons)(Adel), PhD (Camb), FIE(Aust), MAIM

Member ex officio

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

Appointed by the Academic Board

T H Randle, BEd(Melb), MSc(LaT), PhD(Salford), ARACI, MRSC, MACA

Appointed by the Board of Technical Studies

P Veenker, DipBus(Acc)(PCE), BBus(SIT), MEdStud(Mgt)(Mon), TTC(HIE), CPA, MACE

Elected by Higher Education Academic Staff

M Suffern, BE(Chem)(Mon), DipChemEng, DipAppChem(SIT), MIEAust

Elected by TAFE Academic Staff

C Forbes, BA, BSc(Hons), TPTC

Elected by General Staff

M Haase, BA(Melb)

N H Nilsen

Elected by Higher Education Undergraduate Students

T Koska

Elected by Higher Education Postgraduate Students

D Urpani, BEng(Malta), BArch(Hons)(Malta), MEngSc(Mon), MIEAust

Elected by TAFE Students

P D Menere

Council Secretariat:

Secretary

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

Executive Officer

A J Miles, BSc(Melb), BEd(Mon)

(ii) Statutory Boards of Council

Academic Board:

The Academic Board is the senior academic committee of the Higher Education Division. The Board is charged with maintaining the academic standards and developing the educational program of the Higher Education Division. The composition of the Board is approved by Council bearing in mind the recommendation of the Board.

Composition as at October 1994:

Members ex-officio

Chancellor

Vice-Chancellor

Pro Vice-Chancellor, Business, Humanities and Social Science

Pro Vice-Chancellor, Science, Engineering and Design

Pro Vice-Chancellor, Research

Pro Vice-Chancellor, Information Services

Chair, Board of Technical Studies

Manager, Mooroolbark Campus

President Student Union

Elected

Four professors/associate professors with not more than two from each teaching division; at least two must be full professors.

Two heads of school from each teaching division.

Twelve members of academic staff with at least eight not being of the rank of professor, associate professor or head of school.

One member of academic staff located permanently at the Prahran campus.

Two members of the Higher Education general staff.

One postgraduate student.

Three Higher Education students, one at each of Hawthorn, Prahran and Mooroolbark campuses.

Board of TAFE:

The Board of TAFE is responsible for administering the affairs of the TAFE Division. The Board is responsible for, and accountable to, Council for all matters concerning the TAFE Division, including:

Composition as at October 1994:

Members ex-officio

Vice-Chancellor
Director, TAFE Division

Appointed

Four members drawn from the wider community who are closely associated with industries served by at least one TAFE School.

Two external Council members.

Elected

Two members of TAFE academic staff
One member of TAFE general staff
One TAFE student

Board of Technical Studies:

The Board of Technical Studies is the senior academic committee of the TAFE Division. The Board is charged with maintaining the academic standards and developing the educational program of the TAFE Division.

Composition for 1994:

Members ex-officio

Vice-Chancellor
Director, TAFE Division
Deputy Director, TAFE Division
Assistant Director, Educational Planning and Services
Heads of Schools
Pro Vice-Chancellor, Research (or nominee)
Pro Vice-Chancellor, Information Services (or nominee)
Pro Vice-Chancellor, Internationalisation (or nominee)
Pro Vice-Chancellor, Industry, Regional Development and Client Services (or nominee)
Chair, Academic Board
President Student Union

Elected

Three members of academic staff from each School.
One head of department elected by and from each School.
Two members of general staff, one at least to be elected by and from the general staff employed within the TAFE Division.
Two enrolled TAFE students: one from each of Hawthorn and Prahran campuses.

(iii) Senior officers and their areas of responsibility

Chancellor

Mr R Pratt, AO

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 (Vice-Chancellor)

The Vice-Chancellor is the Chief Executive Officer of the University and, as such, 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.

Director, TAFE Division

Mr P Veenker, DipBus(Acc)(PCAE), BBus(SIT), MEdStud(Mgt)(Mon), TTC(HIE), CPA, MACE

The Director, TAFE Division, is primarily responsible for the overall management and academic leadership of the TAFE Division.

Pro Vice-Chancellors (Divisional responsibilities):*Pro Vice-Chancellor (Business, Humanities and Social Science)*

Professor M C Frazer, BA(Deakin), BSc(Hons)(Mon), GradDipEdTert(DDIAE), MAdmin(Mon), PhD(Camb), FAIM, MAIP, MACE

Pro Vice-Chancellor (Science, Engineering and Design)

Professor J G McLean, BVSc(Syd), HDA(Hons), PhD(Melb), Comp IE Aust.

The Pro Vice-Chancellors for the Divisions are responsible for leadership, planning, and management of all activities within their Divisions, and are accountable to the Vice-Chancellor.

Pro Vice-Chancellors (University-wide responsibilities):*Pro Vice-Chancellor (Industry, Regional Development and Client Services)*

Professor L M Gillin, BMetE, MEngSc, MEd(Melb), PhD(Cantab), CPEng, FTS, FIE Aust, FACE, FAIM

The Pro Vice-Chancellor (Industry, Regional Development and Client Services) is responsible for the integration and development of University-wide responsibilities for industry and business liaison, regional development and client services.

Pro Vice-Chancellor (Information Services)

Dr H Gunn, MSc, PhD(Otago), GradDipEDP(CIT), MBA(Deakin)

The Pro Vice-Chancellor (Information Services) is responsible for the Library, Computer Services, Management Information Systems, Learning Services (including the provision of educational technologies), and the Swinburne Quality Management System.

Pro Vice-Chancellor (Internationalisation)

Professor L A Kilmartin, BA(Qld), MA(ANU), PhD(Lat)

The Pro Vice-Chancellor (Internationalisation) is responsible for all aspects of the effective and efficient leadership, planning and coordination of the University's international activities within the context of the University's policies and strategic priorities.

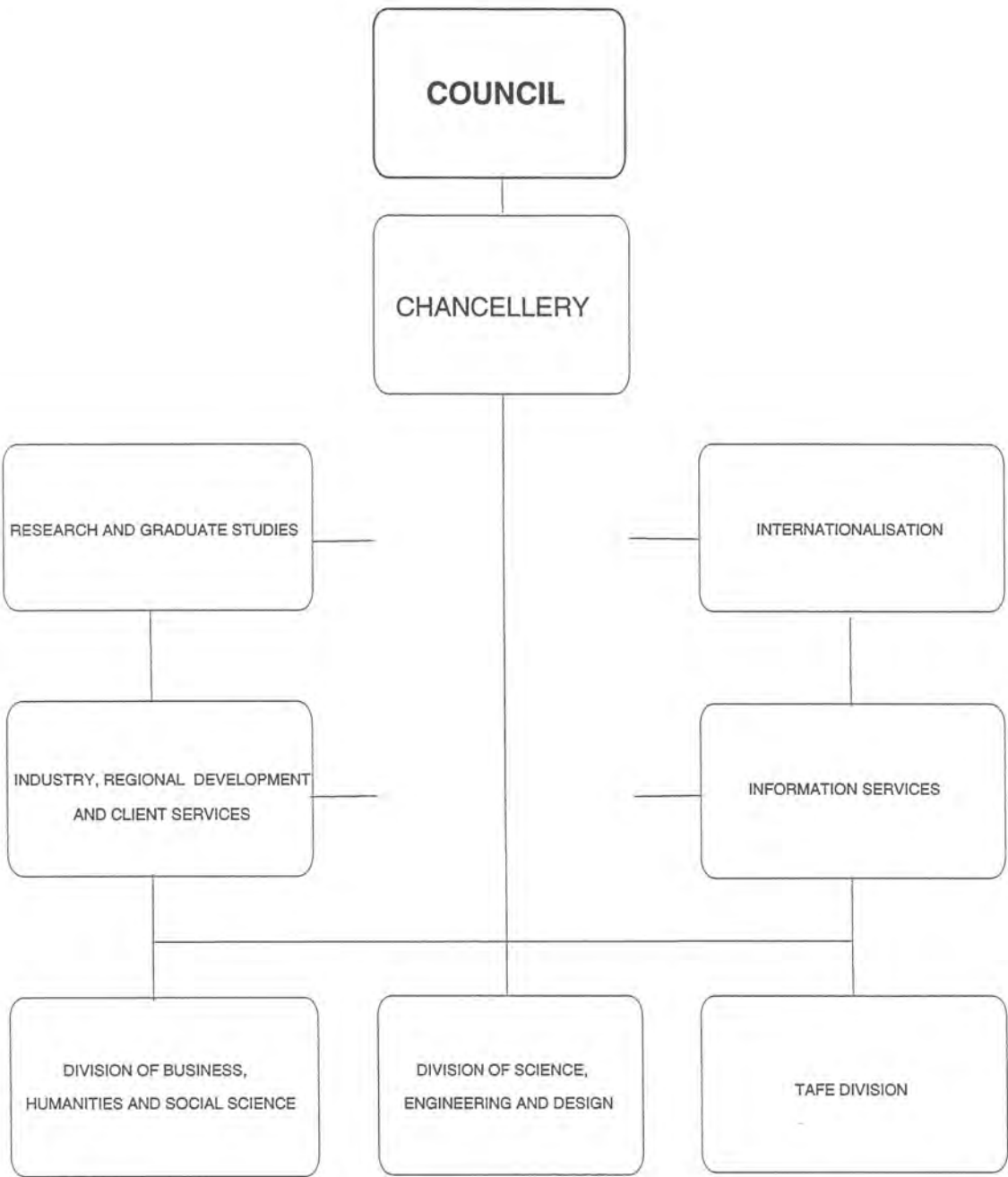
Pro Vice-Chancellor (Research)

(vacant)

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

All Pro Vice-Chancellors with University-wide responsibilities are members of the Chancellery, responsible to the Vice-Chancellor.

(iv) Organisational chart



7(f) Addresses and telephone numbers

(i) Principal offices

Hawthorn campus (Head Office)

Swinburne University of Technology
John Street
Hawthorn
Victoria 3122

Telephone: (03) 214 8911
Fax: (03) 819 5454

Prahran campus

Swinburne University of Technology
144 High Street
Prahran
Victoria 3181

Telephone: (03) 522 6700
Fax: (03) 529 5294

Mooroolbark campus

Swinburne University of Technology
Edinburgh Road
Lilydale
Victoria 3140

Telephone: (03) 728 7111
Fax: (03) 728 7104

(ii) Subsidiaries

Swinburne Limited
P O Box 218
Hawthorn
Victoria 3122

Telephone: (03) 214 8911
Fax: (03) 819 5454

(iii) Major Joint Ventures

National Scientific Instrumentation Training Centre
c/- Swinburne University of Technology
P O Box 218
Hawthorn
Victoria 3122

Telephone: (03) 214 8379
Fax: (03) 815 1318

National Korean Studies Centre
c/- Swinburne University of Technology
P O Box 218
Hawthorn
Victoria 3122

Telephone: (03) 214 8607
Fax: (03) 819 8694

National Centre for New Media Arts and Technologies
 c/- Swinburne University of Technology
 P O Box 218
 Hawthorn
 Victoria 3122

Telephone: (03) 819 8590
 Fax: (03) 819 8562

7(g) (incorporating s. 7(1)(a)(iii),(iv) FOI Act 1982) Publication requirements:

<i>(i) Publications</i>	<i>Available from</i>
1993 Annual Report	Academic Secretariat
1994/95 Course brochures	Information Office
1993 Research Report	Office of Research & Graduate Studies
1994 Institutional Profiles (2) (Higher Education and TAFE)	Publicity and Information Unit
1994 Student Library Guide	Swinburne Library
1994 Submission to the Committee for Quality Assurance	Reference section: Swinburne Library
1994 Statistics	Planning and Information Manager
1995 Handbooks (2) (Higher Education and TAFE)	Swinburne Bookshop
1995 International Student Unit Guide	International Student Unit
1995 International Student Courses & Tuition Fees	International Student Unit
Administrative Guides (Vols. 1 and 2): (<i>internal manuals</i>)	Reference section: Swinburne Library
Enrolment Details and HECS Liability	Student Administration
Information for Prospective Students (Higher Education and TAFE)	Information Office
Pathways Credit Transfer Guide	Information Office
Postgraduate Prospectus	Information Office
Procedures Relating to Student Assessment and Appeals (Higher Education)	Student Administration
Swinburne Alumni Association	Information Office
Swinburne Council agendas/minutes	Reference section: Swinburne Library
Swinburne's Mooroolbark Campus	Information Office
Swinburne News (<i>external newsletter</i>)	Information Office
Swinburne Staff News (<i>internal newsletter</i>)	Information Office
University promotional material	Publicity and Information Unit

(ii) Library access

Libraries on each of the three 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 joining the Swinburne Library Information Service (see 8(1)(p)). Access times are as follows:

Hawthorn campus

Monday to Thursday 8.15 am and 10.00 pm; Friday 8.15 am to 8.30 pm; and Saturday 12 noon to 5.00 pm. During examination periods, it also opens on Sundays from 1.00 pm to 5.00 pm. Facilities available for the disabled include:

- Wheelchair access
- Photocopy enlargement
- TTY telephone (*Telephone Typewriter for the hearing impaired*)
- Retrieval of items from shelves
- Extended loans
- Book lockers
- Inductive headphones and loop
- Catalogue access at wheelchair height
- Lift keys
- Private and group study rooms
- Electronic document scanner with voice synthesiser and enlarged screen display.

Prahran campus

Monday to Thursday 8.30 am to 8.30 pm, and Friday 8.30 am to 5.00 pm. On Queen's Birthday holiday 1.00 pm to 5.00 pm and Melbourne Cup Day 8.30 am to 1.00 pm. Facilities available for the disabled include:

- Specialist staff (Access Librarian)
- Retrieval of items from shelves
- Extended loans
- Photocopy enlargement
- TTY telephone.

Mooroolbark campus

Monday to Thursday 8.30 am to 6.00 pm, Friday 8.30 am to 5.00 pm during each semester, and Saturday 1.00 pm to 5.00 pm during the last half of each semester. Facilities available for the disabled include:

- Wheelchair access
- Photocopy enlargement
- Retrieval of items from shelves
- Extended loans.

(iii) Categories of documents

Correspondence:

The Registry processes and maintains correspondence for the Chancellery and allied administrative units, and keeps University Board and other University-wide documentation on file (hard copy). A computerised filing system (RecFind) is used for recording incoming and outgoing correspondence. Divisions, Schools and management units maintain their own files.

Student records:

Student Administration maintains student records. This was the first year that enrolments were accomplished by a computerised system (MIS). All information contained in students' records is restricted to authorised staff, within the guidelines of the University's Policy on the Confidentiality of Student Records, except for information placed in the public domain.

Archives:

Archival material is kept in the Swinburne Library (Hawthorn campus). Material dates back to 1907 and includes Swinburne Council minutes from that year until 1963. Other material is indexed according to category.

(iv) External membership: Swinburne Boards/Committees

Council:

(refer 7(e))

Board of TAFE:

(refer 7(e))

Advisory Committees:

Advisory committees are established by the Divisions to advise on proposed and existing courses. Each committee has at least four external members drawn from industry, commerce, and other academic institutions, and not less than two of these must have relevant professional expertise.

7(h)(i) Subsidiaries

- (i) Swinburne Limited, a company limited by guarantee, is a subsidiary of the University by virtue of the control exercised by the University for appointments to the Company's Board.
- (ii) Principal activities are to provide post-secondary education.
- (iii) There was an operating deficit in 1994 of \$183 000.
- (iv) Total assets as at 31 December 1994 amounted to \$59 127 000.

7(h)(ii) Corporations, Joint Ventures, Trusts and Incorporated Associations

The University does not control any equity in the following joint ventures:

National Scientific Instrumentation Training Centre
c/- Swinburne University of Technology
P O Box 218
Hawthorn Victoria 3122

Principal activity: The provision of (fee-for-service) post-secondary education by running training short courses for industry in the area of scientific instrumentation.

National Korean Studies Centre
c/- Swinburne University of Technology
P O Box 218
Hawthorn Victoria 3122

Principal activity: To promote Korean Studies in the Australian education system.

National Centre for New Media Arts and Technologies
c/- Swinburne University of Technology
P O Box 218
Hawthorn Victoria 3122

Principal activity: Teaching and promotion of animation and interactive multi-media for industry.

8(1)(a) Operational objectives

The following strategic priorities for 1994 were endorsed by the Joint Planning Committee at its meeting on November 23 1993:

Quality Enhancement and Assurance System

Further development and implementation of the system to assist the continuous enhancement of the quality of services provided by the University, both internally and externally, and utilising the new management information system.

Teaching and Learning

Development of higher levels of skill in teaching, and consideration of a long-term teaching and learning strategy, in particular building on the Student Union's charter of minimum educational standards and the challenge of maintaining quality as class sizes increase.

Research

Development of major strategic alliances with at least one substantial business organisation, consistent with Swinburne's general approach of selectivity and concentration of effort.

Melbourne Outer Eastern Region

Further development to boost international standards of facilities and infrastructure required to improve both the quality and quantity of higher education provision in this region including the use of independent learning systems, eg computer-based learning.

International

Further development of a strategy of pursuing close and very active relationships with a few carefully selected institutions in other countries with a view to establishing academic 'strategic alliances', and provision of opportunities for significant numbers of Swinburne students to study for credit in other countries and exchange students from other countries to study at Swinburne.

Implementation of Equity and Access in accordance with Swinburne's five priority areas, viz:

- Students of non-English background
- Students drawn from low socio-economic status
- Students from rural and isolated areas
- Students with disabilities
- Women in non-traditional courses.

Development and implementation of affirmative action targets for students and staff.

Maximisation of the generation of income for other sources.

Provision of staff development programs based on agreed staff development plans and priorities to meet Swinburne's staffing needs over the next decade.

Enhancement of electronic communication between the campuses and computer networking.

Implementation of an integrated and comprehensive management information system.

8(1)(b) Factors affecting achievement of operational objectives

(i) Legislative factors

An Amendment to s.25 (*Staff*) of the Swinburne University of Technology Act 1992, resulted from changes to the Vocational Education and Training (College Employment) Act 1993 [Act No. 14/1993], and came into operation July 1 1993.

The Tertiary Education Act 1993 was amended in 1994 by the Tertiary Education (Amendment) Act 1994. The major effect of the amendment, with effect from January 1 1995, was to make membership of student unions voluntary. Controls were placed on the spending of compulsory non-academic fees by institutions, and the things on which those fees could be spent were specified.

(ii) Economic/Other

Not applicable.

8(1)(c) Major changes in objectives and functions

(i) Objectives, functions, powers and duties

Not applicable.

(ii) Organisational structure

Swinburne's Structural and Process Review, comprising a series of consultative phases with staff over the period 1992/1993, was completed, and a paper entitled *The Way Ahead* published. This paper outlined recommendations on preferred structural options and culminated in Council's endorsement of a new (three) Divisional model for the University. The new model was instituted in 1994, with the introduction of two academic Divisions in higher education and a TAFE Division, these Divisions being the primary focus for Swinburne activities.

A review of the management of information/information technology within the University by the Computing Infrastructure Task Force was completed in 1993 with the publication of the Silberstein Report, and resulted in the formation of the Information Services Group.

8(1)(d) Major external reviews

Not applicable.

8(1)(f) Major promotional, public relations or marketing activities

In September, the Minister for Tertiary Education Training, the Hon Haddon Storey, unveiled a sign on the new Lilydale campus announcing that construction would soon commence on the site. This event was attended by a large number of Outer East politicians and other local dignitaries. Some \$13 million has been jointly provided by Swinburne and the Commonwealth Government for the start of the new campus, and the greenfields site provides an enviable opportunity to develop an exciting campus which provides the best high technology facilities in a manner sympathetic to the surrounding environment.

The Master Plan for the project was developed by leading planner and landscape architect, Daryl Jackson, and the first building is being designed by two of Australia's most respected architectural practices, Bates Smart McCutcheon from Melbourne, and Glenn Murcutt from Sydney. The new campus is expected to be open for the 1996 academic year, in combination with the Outer Eastern College of TAFE which will also offer courses on the site.

Two of the most heavily attended promotional events during the year were Open Day, which was attended by around 20 000 visitors across the three campuses, and the Postgraduate Information Evening.

8(1)(g) Legislation

(i) Acts

There were no Acts passed during the financial year which must be administered by the University.

(ii) Legislative Changes

There were no major legislative changes directly affecting the University during the financial year.

(iii) Judicial Decisions

There were no significant judicial decisions during the financial year which have affected the University.

8(1)(h) Statutes and Regulations

The following Statutes, dealing with administration and organisation, were prepared as the first set of Statutes under the Swinburne of Technology Act 1992, and were duly forwarded to the Governor in Council for approval:

Statute 1	Interpretation Approved by Governor-in Council	December 1994
Statute 2	The Council Approved by Governor-in Council	December 1994
Statute 3	Meetings Approved by Governor-in Council	December 1994
Statute 6	Common Seal Approved by Governor-in Council	December 1994
Statute 7	Members of the University Approved by Governor-in Council	December 1994
Statute 8	Chancellor and Deputy Chancellor Approved by Governor-in Council	December 1994
Statute 9	Vice-Chancellor Approved by Governor-in Council	December 1994
Statute 10	Deputy Vice-Chancellors Approved by Governor-in Council	December 1994
Statute 11	Registrar Approved by Governor-in Council	December 1994
Statute 12	Secretary Approved by Governor-in Council	December 1994
Statute 13	Degrees, Diplomas and Other Awards of the University Approved by Governor-in Council	December 1994

Statute 14	Honorary Degrees Approved by Governor-in Council	December 1994
Statute 16	Discipline Approved by Governor-in Council	December 1994
Statute 17	University Assembly Approved by Governor-in Council	December 1994
Statute 18	Titles for People Associated with the University Approved by Governor-in Council	December 1994
Statute 19	Regulations-making Powers Approved by Governor-in Council	December 1994

8(1)(i) Human resources

(i) The following staff were employed across the three Divisions during 1994:

		1.1.94	31.12.94
Academic Staff (Higher Education)	Full-time	352	367
	Part-time	43	38
Teaching Staff (TAFE)	Full-time	231	241
	Part-time	90	102
General Staff (University-wide)	Full-time	556	567
	Part-time	297	244
Total		1 569	1 559

In addition to the above, approximately 220 sessional academic staff and 190 sessional teaching staff were also employed during the year.

(ii) Significant changes in staffing policy or human resources of the institution

Not applicable.

8(1)(j) Declaration of pecuniary interests

There is no requirement for members, officers, or employees of the University to complete a declaration of pecuniary interests. However, s.16 of the Swinburne University of Technology Act 1992 provides that a Council member is not entitled to vote on a matter in which the member has a direct pecuniary interest.

8(1)(k) Staff overseas travel

Ager, Julie

Library

September

Country: New Zealand

Purpose: Attend NZLIA/ALIA Conference, He Waka Eke Noa/Embarking Together, Wellington.

Austin, Craig

School of Design

September - October

Country: Taiwan, Hong Kong, Malaysia and Singapore

Purpose: Discussions with Hong Kong, and Temasek Polytechnics, and recruitment of international students (particularly in respect of Honours and other planned postgraduate courses).

Bates, Dr Glen

School of Social and Behavioural Sciences

May

Country: Argentina, USA

Purpose: Ran workshops/lectured on Critical Incident Stress and Anger Management, Buenos Aires. Research collaboration Buenos Aires and Los Angeles.

Batros, John

School of Management

December

Country: Indonesia

Purpose: Present paper *Engineers As Authentic Managers* at Pacific Conference on Manufacturing, Jakarta.

Bennett, Dorothy

TAFE Directorate

September

Country: Vietnam

Purpose: Investigate vocational and training opportunities for TAFE programs.

Bowater, Dr Ian

School of Chemical Sciences

January - February

Country: Indonesia

Purpose: Assignment on Analytical Chemistry at two universities in Java. (Funded by IDP.)

Burgess, Zena

Office of Industrial and Business Liaison

April

Country: USA

Purpose: Present paper *Mentoring Of Academic Staff: An Experiment In Mentoring Diversity* at Diversity in Mentoring Conference, Atlanta.

Burke, Associate Professor Terry

School of Social and Behavioural Sciences

January - February

Country: Thailand

Purpose: Negotiate possible urban studies courses with Thai universities.

June - July

Country: Vietnam

Purpose: Run two urban-planning training programs for Vietnamese Chamber of Commerce.

August - September

Country: UK

Purpose: Attend European Housing Conference, Glasgow. Undertake research on Scottish public housing system.

Buzo, Adrian

National Korean Studies Centre

July

Country: Japan

Purpose: Attend 2nd Pacific Area Conference on Korean Studies.

October

Country: Korea

Purpose: Attend annual meeting of Australia-Korea/Korea-Australia Foundation Boards.

Cargill, Barbara

School of Management

June - July

Country: UK, The Netherlands

Purpose: Present paper *Action Learning - A Case Study In Business Planning In Local Government* at World Congress 3 - Action Learning, Action Research and Process Management, University of Bath. Discussions with several universities UK, and with Erasmus University, Rotterdam.

December

Country: New Zealand

Purpose: Present paper *From Russia With Difficulty - Learning To Work Across Cultural Frontiers* at International Behaviour Teaching Conference, Dunedin.

Christodoulou, Associate Professor Chris

School of Management

August

Country: Thailand

Purpose: Conduct the Caravan Management Game simulation at UTCC.

September

Country: France

Purpose: Present papers *The Evolution Of Strategies And Structures In The Australian Manufacturing Industry Over The Past Decade*, and *The Changes In Strategic Management Practices In Australian Manufacturing Companies Over The Past Decade* at SMS Conference, Paris.

December

Country: New Zealand

Purpose: Present papers *Can Large Companies Strategically Manage Without Formalised Strategic Planning?* and *Why Are Subsidiaries Different?* at ANZAM Conference, Wellington. Present paper: *Learning From The Experiences In Thailand: Experientially-Based Senior Management Development Programs* at 3rd International Organisation Behaviour Teaching Conference, Dunedin.

Clarke, Associate Professor Stephen

School of Mathematical Sciences

February - March

Country: Thailand

Purpose: Discussions with UTCC on research: plus some teaching.

April

Country: USA

Purpose: Present paper *Home Ground Advantage Of Individual Clubs In English Soccer* at the ORSA/TIMS Joint National Meeting, Boston.

Conway, Maree

Division of Business, Humanities and Social Science

March

Country: Singapore

Purpose: Attend AUSTRADE 'Study in Australia' Exhibition.

Davies, Tony

Library

September

Country: New Zealand

Purpose: Attend CODIANZ '94 Conference, Wellington.

Edwards, Dr Tom

School of Biophysical Sciences and Electrical Engineering

January - February

Country: Indonesia

Purpose: Conduct workshop: The Use of Teaching Aids in First Year Physics at Universitas Brawijaya, Malang. (Funded by IDP.)

Fallu, Ray

School of Engineering and Industrial Science

June

Country: Indonesia, Malaysia

Purpose: Attend Australia Today-Indonesia 1994 Conference. Investigate vocational and training opportunities for TAFE programs, Jakarta and Bandung. Establish an agreement with Emile Woolf College, Kuala Lumpur.

Farrell, Vivienne

School of Engineering and Industrial Science

June

Country: UK

Purpose: Discussions with various Computing in Teaching Initiative (CTI) Centres.

Frazer, Professor Murray

Division of Business, Humanities and Social Science

December

Country: Vietnam

Purpose: Discussions with authorities on Offshore Business Education Program.

Gerstman, Julie

School of Commerce

June - July

Country: Vietnam

Purpose: Conduct short course for Offshore Business Education Program, Hanoi and Ho Chi Minh City.

Gillin, Professor Murray

Office of Industry and Business Liaison

January and April

Country: Singapore

Purpose: Teaching in Master of Enterprise Innovation Program.

February

Country: Singapore

Purpose: Lecture: Teaching Innovation and Entrepreneurship at Education Forum.

June

Country: USA

Purpose: Present paper *Added-Value From Teaching Innovation And Entrepreneurship* at Babson Entrepreneurship Conference, Boston.

July

Country: New Zealand

Purpose: Teaching: Managing the Growing Business.

August

Country: New Zealand

Purpose: Attend World Council for Cooperative Education as a member of Council.

September

New Zealand

Purpose: Teaching: Commercialising Innovation.

September - October

Country: Indonesia

Purpose: AVCC delegation: visit to ten universities.

November

Country: New Zealand

Purpose: Teaching: Opportunity Recognition and Screening.

31 December 1994. Buildings are subject to a depreciation rate of 4% per annum; the depreciation has been charged to the Revenue and Expense Statement.

- 15.4 Capital Commitments: the university had entered into contracts for capital expenditure amounting to \$2,340,000. (1993 : \$2,415,801). All contracts are due to be completed within one year.

16 BORROWINGS

	<u>Consolidated</u> <u>- Economic Entity</u>		<u>Swinburne University</u> <u>of Technology</u>	
	<u>1994</u>	<u>1993</u>	<u>1994</u>	<u>1993</u>
16.1 Current:				
Bank Loan	-	13	-	13
Loan from Victorian Development Fund	1,117	767	-	-
	<u>1,117</u>	<u>780</u>	<u>-</u>	<u>13</u>
16.2 Non-Current:				
Loan from Victorian Development Fund	3,066	4,183	-	-
	<u>3,066</u>	<u>4,183</u>	<u>-</u>	<u>-</u>

The Victorian Development Fund loan is secured by first registered mortgage over land owned by Swinburne Ltd.

- 16.3 Non-current borrowings are repayable as follows :

Not later than 1 year	-	-	-
Later than 1 yr. and not later than 2 yrs	766	1,116	-
Later than 2 yrs and not later than 5 yrs	2,300	2,300	-
Later than 5 years	-	767	-
	<u>3,066</u>	<u>4,183</u>	<u>-</u>

17 PROVISIONS

17.1 Current:				
Annual Leave	3,856	3,514	3,856	3,514
Long Service Leave	6,792	6,845	6,792	6,845
	<u>10,648</u>	<u>10,359</u>	<u>10,648</u>	<u>10,359</u>
17.2 Non-Current:				
Long Service Leave	2,442	2,333	2,442	2,333
	<u>2,442</u>	<u>2,333</u>	<u>2,442</u>	<u>2,333</u>

18 OTHER LIABILITIES (CURRENT)

Grants in Advance	8,351	9,244	8,351	9,244
Student Fees in Advance	2,336	2,321	2,336	2,321
	<u>10,687</u>	<u>11,565</u>	<u>10,687</u>	<u>11,565</u>

19 SHARE CAPITAL

The capital of Swinburne Ltd is limited by guarantees given by members to contribute an amount not exceeding \$2 a member to the assets of the Company in the event of its being wound up.

20 EXPENDITURE BY THE MINISTRY OF HOUSING AND CONSTRUCTION

\$47,748 was expended in the year ended 31 December 1994 by the Ministry on behalf of the university on new Swinburne TAFE buildings in Hawthorn (1993: \$2,214,000). A further \$200,928 was expended on Prahran campus construction work (1993: \$247,000). Additional work to the value of \$8,940,000 is due to commence in 1995 at the Prahran campus - a contract will be placed by the Department of Planning and Development, as project managers for the Office of Training and Further Education.

21 ACQUITTAL OF COMMONWEALTH GOVERNMENT GRANTS

The following Commonwealth Government grants were under-expended in the reporting period:

	<u>1994</u>	
	<u>Grant</u>	<u>Expense</u>
	<u>\$000</u>	<u>\$000</u>
		<u>Under-Expenditure</u>
		<u>\$000</u>
Capital grant - Outer East Project	3,383	-
		3,383

22 OPERATING RESULTS: HIGHER EDUCATION AND TAFE

Operating revenue and operating expenses for the Higher Education and TAFE divisions of the university are shown in the following tables. Comparative figures for 1993 are not available.

22.1 Operating Result:

	<u>1994</u>	
	<u>Higher Ed.</u>	<u>TAFE</u>
	<u>\$000</u>	<u>\$000</u>
		<u>Total</u>
		<u>\$000</u>
<u>Operating Revenue</u>		
Commonwealth Government Grants	44,598	1,485
Higher Education Contribution Scheme	12,405	-
Victorian Government Grants	2,146	24,845
Other Research Grants and Contracts	2,718	-
Scholarships and Prizes	281	-
Donations and Bequests	549	-
Investment Income	1,090	370
Fees and Charges (see Note 22.2)	14,563	7,158
Total Operating Revenues	78,350	33,858
		112,208
<u>Operating Expenses</u> (see Note 22.3)		
Academic Activities	48,137	21,125
Libraries	4,268	1,044
Other Academic Support Services	3,726	1,688
Student Services	1,356	232
Public Services	1,106	3,209
Buildings and Grounds	4,006	1,980
Administration & Other General		
Institutional Services	13,615	5,214
Total Operating Expenses	76,214	34,492
		110,706
Operating Surplus (Deficit)	2,136	(634)
		1,502

22.2 Fees and Charges:

Continuing education	1,319	2,150	3,469
Full fee paying overseas students	9,409	1,425	10,834
Fees approved postgraduate courses	2,182	-	2,182
TAFE fees and charges	-	1,228	1,228
Other	1,653	2,355	4,008
	14,563	7,158	21,721

	Higher Ed. \$000	1994 TAFE \$000	Total \$000
22.3 Expenses Attributed to Functions:			
Academic Activities			
Academic staff salaries	22,592	13,556	36,148
Academic staff salary related costs	5,238	2,155	7,393
Non-academic staff salaries	5,646	1,664	7,310
Non-academic staff salary related costs	1,310	264	1,574
Depreciation expense			
Plant and Equipment	1,804	548	2,352
Furniture, fixtures and fittings	252	77	329
Motor vehicles	40	(2)	38
Buildings	950	512	1,462
Leased assets	126	-	126
Other expenses	10,179	2,351	12,530
	48,137	21,125	69,262
Libraries			
Non-academic staff salaries	2,327	567	2,894
Non-academic staff salary related costs	540	90	630
Depreciation expense			
Plant and Equipment	81	20	101
Furniture, fixtures and fittings	11	3	14
Buildings	325	79	404
Library collection	1,016	246	1,262
Other expenses	(32)	39	7
	4,268	1,044	5,312
Other Academic Support Services			
Academic staff salaries	371	95	466
Academic staff salary related costs	86	15	101
Non-academic staff salaries	1,801	518	2,319
Non-academic staff salary related costs	418	82	500
Depreciation expense			
Plant and Equipment	512	146	658
Furniture, fixtures and fittings	72	20	92
Buildings	88	25	113
Leased assets	32	-	32
Other expenses	346	787	1,133
	3,726	1,688	5,414
Student Services			
Non-academic staff salaries	896	166	1,062
Non-academic staff salary related costs	208	26	234
Depreciation expense			
Plant and Equipment	134	22	156
Furniture, fixtures and fittings	19	3	22
Buildings	24	4	28
Other expenses	75	11	86
	1,356	232	1,588

	Higher Ed. \$000	1994 TAFE \$000	Total \$000
Public Services			
Academic staff salaries	178	684	862
Academic staff salary related costs	41	109	150
Non-academic staff salaries	100	553	653
Non-academic staff salary related costs	23	88	111
Depreciation expense			
Plant and Equipment	26	270	296
Furniture, fixtures and fittings	4	37	41
Motor vehicles	12	-	12
Buildings	11	47	58
Leased assets	21	-	21
Other expenses	690	1,421	2,111
	<u>1,106</u>	<u>3,209</u>	<u>4,315</u>
Buildings and Grounds			
Non-academic staff salaries	1,224	691	1,915
Non-academic staff salary related costs	284	110	394
Depreciation expense			
Plant and Equipment	37	20	57
Furniture, fixtures and fittings	5	3	8
Buildings	109	61	170
Other expenses	2,347	1,095	3,442
	<u>4,006</u>	<u>1,980</u>	<u>5,986</u>
Administration & Other General Institutional Services			
Academic staff salaries	503	1,822	2,325
Academic staff salary related costs	116	290	406
Non-academic staff salaries	5,114	1,134	6,248
Non-academic staff salary related costs	1,186	180	1,366
Depreciation expense			
Plant and Equipment	110	58	168
Furniture, fixtures and fittings	15	8	23
Buildings	252	133	385
Motor vehicles	12	6	18
Leased assets	17	12	29
Other expenses	6,290	1,571	7,861
	<u>13,615</u>	<u>5,214</u>	<u>18,829</u>

22.4 Salary Related Expenses:

Contributions to superannuation and pension schemes:

Emerging Cost (notes 7.1, 7.2)	2,772	-	2,772
Funded (notes 7.3,7.4,7.5)	3,403	1,874	5,277
Payroll Tax	2,748	1,446	4,194
Workcover	143	75	218
Long Service Leave Expense (note 7.6)	112	(56)	56
Annual Leave (note 7.7)	272	70	342
	<u>9,450</u>	<u>3,409</u>	<u>12,859</u>

APPENDIX I:

EQUAL OPPORTUNITY REPORT

SWINBURNE UNIVERSITY OF TECHNOLOGY

A SYNOPSIS OF THE 1994 AFFIRMATIVE ACTION REPORT

Affirmative Action Awards

The 1993 Affirmative Action Awards were presented in 1994 by Ms Noel Waite from *Waite Consulting*, and the first woman President of the Australian Institute of Management. These Awards offered Divisions/Schools the opportunity to analyse Affirmative Action needs and to develop relevant initiatives.

Affirmative Action Awards were presented in two categories this year, namely 'Workplace Response to Workers with Family responsibilities', and 'Workplace Response to Career Development for Women'. No awards were presented for the categories 'Increased Representation of Women at Senior Levels of Academic and General Staff' and 'Increased Participation by Females in Decision-Making'.

Recruitment and Selection

The University's policy on recruitment and selection will be reviewed during 1995. While the current policy and associated training are already based on equity principles, further training in the 'equity' aspects of this task will be provided to staff involved in recruitment in the hope of improving the gender balance in some areas.

Targeted work will take place with those areas wishing to change their staffing profile. Information gathered through this process will be used to develop a strategy for recruitment of women into non-traditional areas.

Quality Management

The Swinburne Quality Management System expects 'equity' to be taken into account in the operations of all Divisions/Schools at Swinburne. This will be monitored and reviewed as part of the Quality Audit Process.

Staff Development

Equal Opportunity and Affirmative Action principles form the basis for the design and provision of staff development for all Swinburne staff.

Ghotb, Dr Fatemeh

School of Mathematical Sciences

July

Country: USA

Purpose: Present paper *Sensitivity Comparison Of AHP vs Fuzzy Decision Analysis* at 3rd International Symposium of the Analytic Hierarchy Process, Washington.

Gomm, Elizabeth

School of Management

August

Country: Thailand

Purpose: Student exchange discussions with UTCC.

Hausler, Ted

Division of Science, Engineering and Design

March, September - October, November - December

Country: Singapore, Malaysia, Thailand, Hong Kong, Taiwan

Purpose: Collaboration with institutions, student recruitment/interviews. Attendance at exhibitions/ presentations.

Healy, Dr Paul

School of Social and Behavioural Sciences

June, July

Country: The Netherlands, USA

Purpose: Present paper *Argumentation, Rational Disagreement, And The Rhetorical Constitution Of Objectivity* at 3rd International Conference on Argumentation, University of Amsterdam, and the Penn State Rhetoric Conference, Pennsylvania State University.

Hegarty, Fran

Library

July

Country: UK

Purpose: Present paper *Optimising The Provision Of Information To Research Staff And Students In A New University Of Technology* at International Association of Technological University Libraries Seminar, Sheffield.

Hendtllass, Associate Professor Tim

School of Biophysical Sciences and Electrical Engineering

November

Country: UK, USA

Purpose: Present paper *A Distributed Data Acquisition and Decision Making System* at EuroForth '94 Conference, Winchester.

Discussions with designers of custom integrated circuits, California.

Howard, Stephen

School of Computer Science & Engineering

July - August

Country: Russia

Purpose: Present two papers *Do User Interface Designers Need To Know Anything About HCI?* and *A Psychologically Valid Design Rationale For User Interface Development: The Case Of CER/CHG* at East-West Human Computer Interaction Conference, St Petersburg.

Iovenitti, Pio

School of Mechanical and Manufacturing Engineering

January - February

Country: Germany

Purpose: Present paper *Evaluation of CNC and SLA Prototyping Techniques* at Rapid Product Development Conference, Stuttgart.

Jevons, Colin

School of Management

July, September

Country: Vietnam, Papua New Guinea

Purpose: Conduct short course for Offshore Business Education Program, Hanoi and Ho Chi Minh City, and Port Moresby.

Juchnowski, Maryla

School of Social Sciences and Arts

October

Country: UK

Purpose: Present paper *Child's Play: Planning For Multiculturalism at A Universal Entitlement to Quality Early Childhood Experiences* Conference, Manchester.

Jones, Dr Ian

School of Chemical Sciences

January - February

Country: Indonesia

Purpose: Assignment at Universitas Sebelas Maret in Chemistry, Solo. (Funded by IDP.)

June

Country: Indonesia

Purpose: Consultancy visit to four universities, Java. (Funded by IDP.)

Attended Australia Today-Indonesia 1994 Conference, Jakarta.

Jones, Associate Professor Peter

School of Mathematical Sciences

July

Country: Morocco

Purpose: Present paper at the Fourth International Conference on Teaching Statistics, Marrakech.

Kalaitzis, Folian

School of Design

May

Country: Taiwan

Purpose: The School of Design exhibit at Young Designers Exhibition. Interview prospective students, particularly in respect of development of Honours and other planned postgraduate courses.

Khan, Neela

School of Mathematical Sciences

July

Country: USA

Purpose: Attend Computational Learning Theory and Machine Learning Conference at Rutgers University, NJ.

Kilmartin, Professor Leslie

International Office

January - February

Country: Thailand

Purpose: Meet with new President of UTCC/further collaboration between the two universities.

June

Country: Indonesia

Purpose: Attend Australia Today-Indonesia 1994 Conference, Jakarta.

July

Country: Germany

Purpose: Attend World Congress of Sociology, Bielefeld.

July

Country: Israel

Purpose: Signing of an agreement with The Technion/further collaboration between the two universities, Haifa.

August

Country: South Africa

Purpose: Study tour of South African higher education institutions, Johannesburg, Pretoria, Cape Town.

October

Country: USA

Purpose: Attend dedication of SIRTl Building, Spokane (Washington State).

Kilmartin, Professor Leslie

International Office

October

Country: USA

Purpose: Visit senior management at Baylor University, Texas. Interview prospective exchange students.

Kloot, Louise

School of Commerce

January

Country: Vietnam

Purpose: Conduct short course for Offshore Business Education Program, Hanoi and Ho Chi Minh City.

Kloot, Louise

School of Commerce

April

Country: Italy

Purpose: Present paper *The Measurement of Strategic Type in Local Government* at 17th Annual Congress of the European Accounting Association, Venice.

Knowles, Associate Professor Ann

School of Social and Behavioural Studies

July

Country: Spain

Purpose: Present paper *Crime and Intellectual Disability: Perceptions of the Public, The Police and Prison Officers* at IAAP Conference, Madrid.

Lasky, Barbara

School of Management

March

Country: Macau

Purpose: Present paper *The Future For Women In China: A Speculation On The Effects Of Foreign Training In Management Practices* at the 1st South China International Business Symposium.

December

Country: New Zealand

Purpose: Present paper *Management Training Leads To Job Satisfaction But Equality For Women In Management Remains Elusive* at ANZAM '94 Conference, Wellington.

Laslett, Robert

School of Chemical Sciences

August

Country: New Zealand

Purpose: Present paper *W(h)ither Co-op?* at the Cooperative Education Asia-Pacific Conference, Auckland. Conduct workshop on Challenges and Opportunities in Cooperative Education.

Leung, Ying

School of Computer Science and Software Engineering

August - September

Country: Thailand, Hong Kong, UK

Purpose: Discussions with UTCC, and Polytechnic of Hong Kong.

Present paper *Designing A User Interface For Folding Editors To Support Collaborative Work* at British HCI '94 Conference, Glasgow University.

Lewis, Graeme

School of Design

May

Country: Taiwan

Purpose: Coordination of Swinburne's exhibit at Young Designers Exhibition. Interview prospective students, particularly in respect of development of Honours and other planned postgraduate courses.

Lipson, Kay

July - August

Country: Morocco

Purpose: Present paper at the Fourth International Conference on Teaching Statistics, Marrakech.

Long, Associate Professor Susan

School of Management

June

Country: USA

Purpose: Attend Psychoanalytic Interpretations of Organisational Cultures Conference, Chicago.

Lynch, Peter

Computer Services and Information Technology

September - October

Country: USA

Purpose: Attend Universe Symposium Conference, Orlando.

Machida, Takako

School of International and Political Studies

October

Country: Japan

Purpose: Mentoring of exchange students at Kansai Gaidai and Yamaguchi University.

Discussions with companies regarding students' work experience placements, Osaka, Kobe and Tokyo.

Discussions with Osaka and Himeji Dokkyo Universities on exchange agreements.

Attend Nichibunkei Conference, Kyoto.

Maj, Marian

School of Mechanical and Manufacturing Engineering

December

Country: Indonesia

Purpose: Present paper *Training Manufacturing Engineers in the Design of CAD Software for Net Shape Manufacturing Processes* at Pacific Conference on Manufacturing, Jakarta.

Mazzolini, Dr Alex

School of Biophysical Sciences and Electrical Engineering

January

Country: Indonesia

Purpose: Conduct workshop: The Use Of Teaching Aids In First Year Physics at Universitas Brawijaya, Malang. (Funded by IDP.)

August

Country: China

Purpose: Invited participant on steering committee for UNESCO University Foundation Course in Physics Program, Beijing. (Funded by UNESCO).

December

Country: Indonesia

Purpose: Present paper *Evaluating Physics Curricula and Teaching Practices at Australian Universities* at ASPEN International Seminar on Physics Curriculum Evaluation, Surabaya.

Mackay, Glenda

School of Mechanical and Manufacturing Engineering

July - August

Country: USA

Purpose: Present seminar *Behaviour of Inorganics During Pyrolysis and Combustion of Victorian Brown Coals* at Universities of Kentucky and North Dakota.

Present posters: *The Petrographic Microscope: An Alternative For Determining The Degree Of Burnout Of Coals and Loss Of Inorganics During The Devolatilisation Of Victorian Brown Coals*, at 25th International Symposium on Combustion, University of California at Irvine.

McDonald, Associate Professor Bruce

External Relations

September

Country: Hong Kong, Malaysia

Purpose: Establish Alumni chapter groups/host Alumni Dinners, Kuala Lumpur and Hong Kong.

McKenzie, Doug,

School of Biophysical Sciences and Electrical Engineering

August

Country: New Zealand

Purpose: Present paper *The Co-operative Venture* at the Asia-Pacific Cooperative Education Conference, Auckland.

McLean, Professor Jock

Division of Science, Engineering and Design

November

Country: Switzerland

Purpose: Attend meeting of Joint FAO/WHO Expert Committee on Food Additives (Veterinary Drugs): appointed as Chair.

November

Country: Thailand

Purpose: Discussions with UTCC on staff/student exchange, and curriculum development.

Molnar, Helen

School of Social and Behavioural Sciences

June

Country: Fiji

Purpose: Regional project to equip literacy professionals with media skills. (Funded by UNESCO.)

June - July

Country: Western Samoa

Purpose: Discussions with representatives from Australian and NZ universities and the University of South Pacific on a composite USP degree with credit transfer, Apia. Review regional radio training project (PACBROAD) and make recommendations for next five years' operation, followed by attendance at PIBC Conference, Apia, to discuss findings.

August - September

Country: Fiji

Purpose: Present paper *Broadcasting And Telecommunications In The Pacific: Cultural, Political, Economic And Social Considerations* at Managing the Converging of Telecommunications and Broadcasting Conference in Pacific Island Countries, Suva.

Murphy, Associate Professor Dale

School of Biophysical Sciences and Electrical Engineering

August

Country: Brazil

Purpose: Present paper *Real-Time Electrical Impedance Tomography* at World Congress on Medical Physics and Biomedical Engineering, Rio de Janeiro.

December

Country: Singapore, Malaysia, Thailand

Purpose: Discussions with UTCC, KMIT and various polytechnics and colleges.

Murray, David

School of Design

May, September - October

Country: Taiwan, Hong Kong, Malaysia and Singapore

Purpose: Coordination of Swinburne's exhibit at Young Designers Exhibition, Taiwan.

Discussions with Hong Kong, and Temasek Polytechnics.

Recruitment of international students (particularly in respect of Honours and other planned postgraduate courses).

Nash, William

School of Commerce

March: April

Country: Vietnam

Purpose: Present programs to State Bank of Vietnam personnel, Hanoi and Ho Chi Minh City.

Nichols, Associate Professor Miles

School of Information Systems

March

Country: USA

Purpose: Presented three papers, *Integrated Production Process Modelling*; *Mathematical Modelling - Two Diverse Industrial Applications*; and *Integrated Production Process Modelling Incorporating Several Time Horizons and Multiple Levels Of Aggregation* at WDSI, Hawaii.

Noble, David H.

School of Mathematical Sciences

June - July

Country: UK

Purpose: Present paper *The Assignment Algorithm Lives* at EUROXIII/OR36 Conference, Glasgow. Developmental/research discussions at Universities of Strathclyde, Lancaster and Cranfield, and Aston Business School.

O'Connor, Jacqueline

School of Chemical Sciences

June - July

Country: USA, Canada

Purpose: Discussions with various institutions on IBL program and placements. Research discussions, Bowdoin College, Maine.

Owens, Dr David

School of Commerce

January

Country: Vietnam

Purpose: Conduct short course for Offshore Business Education Program, Hanoi and Ho Chi Minh City.

Phillips, Brian

School of Mathematical Sciences

July

Country: Morocco

Purpose: Present paper at the Fourth International Conference on Teaching Statistics, Marrakech.

Pidgeon, John

School of Information Systems

September

Country: USA

Purpose: Present paper *Social And Demographic Trends Affecting The Telecommunications Industry: Insights From The Australian Census* at International Conference on Applied Demography, Bowling Green State University, Ohio.

Pitsillides, Dr Andreas

School of Biophysical Sciences and Electrical Engineering

June

Country: USA, Canada

Purpose: Present paper *Adaptive Connection Admission And Flow Control: Quality Of Service With High Utilisation* at Infocom 94 Conference, Toronto. Invited lectures: TJ Watson Research Laboratories, New York; Clemson University, South Carolina; Bellcore Research Laboratories, AT & T Bell Laboratories, and NEC Research Laboratories, New Jersey.

Poon, Simpson

School of Information Systems

May

Country: Canada

Purpose: Present paper *Cyberspace Teaching: Issues in Using Internet Applications for Distance Education* at Canadian Association of Distance Education Conference, Vancouver.

Redwood, Dr Mike

School of Chemical Sciences

August

Country: USA

Purpose: Present paper *The Effectiveness Of Student Use Of Computer Managed Learning And Assessment Programs* at the 13th International Conference on Chemical Education, Puerto Rico.

Ryan, Glenn

School of Business and Information Systems

February - March, April - May

Country: China

Purpose: Establishment of a Novell Authorised Education Centre, Beijing.

Sadus, Dr Richard

School of Computer Science and Software Engineering

June

Country: USA

Purpose: Present paper *Critical Transitions Of Ternary Mixtures: A Window On The Phase Behaviour Of Multicomponent Fluids* at 12th Symposium on Thermophysical Properties, Colorado.

Sala, Peter

School of Information Systems

July

Country: Vietnam

Purpose: Conduct short course: Business Application Software, for Vietnamese Chamber of Commerce.

Sharma, Dr Raj

Planning & Information Services

May - June

Country: USA

Purpose: Present paper *Generic Skills Requirement For Stakeholders: An Australian Case Study* at 34th Annual Forum of the Association of Institutional Research, New Orleans.

Silberstein, Professor Richard

School of Biophysical Sciences and Electrical Engineering

August

Country: Germany

Purpose: Present paper *Steady State Visually Evoked Potential Topography And Task Automatisaton* at 5th International Congress of International Society for Brain Electromagnetic Topography, Munster.

Simmons, Pamela

School of Information Systems

October

Country: UK

Purpose: Present paper *Measurement And The Evaluation Of IT Investments* at the 2nd International Symposium on Software Metrics, London.

Sivagnanam, Siva

Planning & Information Services

November - December

Country: New Zealand

Purpose: Present paper *Improving Quality Of TAFE Programs Through Client Surveys* at 5th International AAIR Conference, Dunedin.

Skoutarides, Dr Alina

School of International and Political Studies

October

Country: Japan

Purpose: Mentoring of exchange students at Kansai Gaidai and Yamaguchi University.

Discussions with companies regarding students' work experience placements, Osaka, Kobe and Tokyo.

Discussions with Osaka and Himeji Dokkyo Universities on exchange agreements.

Attend Nichibunkei Conference, Kyoto.

Smith, Roslyn

School of Commerce

January, June - July

Country: Vietnam

Purpose: Conduct short course for Offshore Business Education Program, Hanoi and Ho Chi Minh City.

Spark, Mike

School of Management

July

Country: Vietnam

Purpose: Conduct short course for Offshore Business Education Program, Hanoi and Ho Chi Minh City.

Thomas, Dr David

School of Commerce

January

Country: Thailand

Purpose: Meet staff at UTCC.

July

Country: Spain

Purpose: Present paper *Gender Differences In Educational Opportunities And Implications For Policy* at 23rd International Congress of Applied Psychology, Madrid.

Thompson, Professor Bill

CIM Centre

August - September

Country: UK and Ireland

Purpose: Research collaboration: Nottingham, De Montford, Leicester, Birmingham, Limerick, Galway and Dublin Universities.

Tobin, Patrick

School of Mathematical Sciences

August

Country: USA

Purpose: Present paper *Convergence In Primal Dual Algorithms For Convex Programming Using Constraint Set Manipulation* at the 15th Triennial Symposium on Mathematical Programming, University of Michigan.

Tofts, Dr Darren

School of Social and Behavioural Studies

June

Country: Spain

Purpose: Present paper *Parallactic Readings: Joyce, Duchamp And Fourth Dimensional Space* at the XIV International James Joyce Symposium, University of Seville.

Veenker, Peter

Director, TAFE Division

September

Country: Thailand

Purpose: Initiate educational links between Swinburne and institutions in the areas of engineering and business.

November - December

Country: New Zealand

Purpose: Present paper *Performance Indicators In The TAFE Sector: A College Perspective* at the 5th International AAIR Conference, Dunedin.

Wallace, Professor Iain

Vice-Chancellor

June

Country: Thailand, Hong Kong

Purpose: Attend IDP Conference. Visit David C Lam Institute for East-West Studies, Hong Kong.

July

Country: USA

Purpose: Present paper *Towards A Principled Basis For The Evaluation Of Hybrid Cognitive Architectures* at IEEE World Congress on Computational Intelligence, Orlando.

October - November

Country: Japan

Purpose: Guest of the Japan Foundation.

November

Country: Taiwan

Purpose: Member of AVCC delegation: reciprocal visit to Taiwanese universities.

December

Country: Japan

Purpose: Present paper *Expectations Of Training In Business Enterprises* at 4th UMAP Conference.

Weal, Stephen

School of Mathematical Sciences

November - December

Country: New Zealand

Purpose: Present paper *Multi-Modal Learning at Swinburne* at Victoria University, Wellington.

Present paper *Educating Future OR Practitioners* to NZ Operations Research Society, Wellington.

Present papers *Mechanisms And Measures For Assessing And Improving Teaching Quality* and *What Is Multi-Modal Learning* at 5th International AAIR Conference, Dunedin.

Wielgosz, John

School of Commerce

June

Country: China, Hong Kong

Purpose: Attend Academy of International Business Conference, Beijing. Visit universities, stock exchange and several banks, Hong Kong.

Wilde, David

School of Information Systems

December

Country: UK

Purpose: Present paper *The Positioning of Expert Systems* at British Expert Systems Conference.

Wilkins, Philip

Department of Finance

December

Country: New Zealand

Purpose: Present paper *Quality, The Accountant And IT* at 5th International AAIR Conference, Dunedin.

Williamson, David

Computer Services and Information Technology

September

Country: USA

Purpose: Attend Networld/Interop Conference, Atlanta.

Wood, Dr Andrew

School of Biophysical Sciences & Electrical Engineering

June

Country: Denmark

Purpose: Present poster: *Human Heart-Rate Variability And 50 Hz Magnetic Fields* at the 16th Annual Meeting of the Bioelectromagnetics Society, Copenhagen.

Xavier, Patrick

School of Commerce

June

Country: Mexico, France

Purpose: Present paper *Providing Universal Service Obligations In Competitive Circumstances* at Mexican Government conference, Mexico City.

Present paper *Price Cap Regulation For Telecommunications: How Has It Performed In Practice?* at OECD Working Party Conference, Paris

8(1)(l) Occupational health and safety

A concerted effort was made in 1994 to involve the Swinburne community in consultative processes with the aim of developing a safe and enjoyable working environment. Consistent with the University's quest for quality assurance and continuous improvement, an occupational health and safety management plan was introduced to enable the systematic implementation of risk-reduction strategies. These strategies included:

- Implementation of the Emergency Preparedness Program. All 14 major buildings were reviewed and emergency fire-drills carried out. The MFB were particularly impressed with the performance of wardens. Swinburne now has a trained team of 350 volunteer wardens.
- Establishment of individual emergency plans for students and staff with physical disabilities.
- Special instruction and training for students with intellectual disabilities.
- Orientation for international students to include safe-living skills. Emergency procedures are being translated into major foreign languages.
- Implementation program for injury risk associated with manual handling.
- Health and safety requirements incorporated into several new building and refurbishment works.
- Ergonomic considerations established for screen-based equipment and furniture selection.
- A wide range of customised ohs training courses conducted, and
- The use of well-targeted and user-friendly information. To this end, resource information pertaining to on-site chemicals has been organised into a Chemical Resource Implementation Folder (CRIF).

8(1)(m) Industrial relations

The principal industrial relations activities during 1994 were finalisation of matters associated with award restructuring and preliminary activities associated with enterprise bargaining.

Following finalisation of a General Staff award restructuring agreement in December 1993, staff were translated to the new simplified classification structure. Ongoing review of the appropriateness of classification transfers continued during 1994.

National framework agreements on enterprise bargaining were finalised for General Staff in December 1993 and for Academic Staff in February 1994. Unions representing higher education Academic, TAFE Teaching, and General Staff, notified their desire to begin discussions on a range of issues. Agreement was reached that all unions involved will form a single bargaining unit to negotiate one enterprise agreement for all staff of the University. Preliminary discussions on information sharing and procedural issues were held in late 1994 and a schedule of negotiating meetings which will commence in February 1995 was established.

Hearings before the Australian Industrial Relations Commission on proposals to change some provisions in the 1988 Second Tier Award for Academic Staff concluded in November 1994. Decision on the arbitration is expected early in 1995.

During 1994, 68 days were lost at Swinburne through WorkCover claims. No time was lost due to industrial disputes.

8(1)(n) Freedom of Information

For Freedom of Information purposes, the Principal Officer of the University is the Vice-Chancellor, Professor J G Wallace. The Freedom of Information Officer is the officer of the University responsible for the processing of requests under the Freedom of Information Act. All formal requests for access to documents of the University, under the FOI Act, are to be made in writing to The Freedom of Information Officer, Swinburne University of Technology, Hawthorn, Victoria, 3122.

In the year from 1 July 1993 to 30 June 1994, nine new requests for documents were received and decided, comprising four personal documents requested, and five non-personal documents. Access in full was given to five of these requests, access in part to two, and two requests were not able to be satisfied, under Section 27(1)(e) of the FOI Act.

A copy of the Freedom of Information Handbook is available for reference in the Swinburne Library on the Hawthorn and Prahran campuses.

8(1)(o) Major external committees

Not applicable.

8(1)(p) Fees and charges

(i) Full-fee paying students

Swinburne offers overseas students full-fee courses within the range of Advanced Certificate/Associate Diploma to PhD. Tuition fees ranged from \$7 800 to \$14 000 (per EFTSU), in 1994 (mostly representing an increase of \$1 000 from 1993 fees.)

Also, full-feeing paying Australian residents, studying at postgraduate level, paid fees of between \$2 400 and \$29 000 for courses ranging from certificate through to masters.

For students requiring bridging education (Year 12 level), a Foundation Year was offered at a cost of \$8 000 (an increase of \$200 from the previous year).

(ii) HECS

All students other than those enrolled in full-fee paying programs were required to pay the Higher Education Contribution Scheme charge of either \$1 177 (per EFTSU), per semester using the deferred payment option, or an up-front fee of \$883 per semester.

During 1994, 61% of students paid the HECS charge by deferred payment, and 19% elected to pay up front. The remainder were exempted categories.

(iii) General Service Fee

	1993	1994
	\$	\$
Higher Education:		
Full-time	176	182
Part-time	84	86
Cooperative	96	98
Work Experience Annual	28	30
Full time Semester	88	91
Part time Semester	42	43
Work Experience Semester	14	15
Full time - Part time Mix	130	134
Full-time/Cooperative Mix	102	106
Part-time/Cooperative Mix	56	58

TAFE (based on student contact hours):

Hours	0 - 39	30	40
	40 - 79	40	40
	80 - 239	65	70
	240 - 359	65	70
	360 - 539	65	70
	540+	105	120

In addition to the fees shown above, all students enrolling for the first time at Swinburne are levied \$20.00, which is used to fund capital building projects.

(iv) Single (non-award) unit enrolments

Fee per credit unit \$300 - \$750.

(v) Student Administration

Replacement ID card	\$10 (an increase of \$5)
Academic transcripts	\$15 (an increase of \$5)
Late (enrolment) fee	\$20 (prior to teaching)
	\$40 (after commencement of teaching)

(vi) Gown Hire

Degree (gown and hood)	\$18
Diploma (gown and stole)	\$18
MA/PhD (gown, hood, bonnet or trencher)	\$23
Degree testamur replacement	\$25

(vii) Library (Hawthorn, Prahran and Mooroolbark campuses)

Membership fees are charged to members of the public, or for non-standard services or publications which would otherwise not be available, as follows:

Ex-student rate	\$50 per annum
Personal rate	\$100 per annum
Corporate rate	\$150 per annum

Photocopying is available on all campuses at a cost of 9 cents per copy: colour copies are \$2.50 per copy.

(viii) Facilities and Services

This Unit provides a laminating and block-mounting service to staff and students. Prices on application.

(ix) Swinburne Press

The Press offers a coloured-photocopying service for hard-copy and overhead transparencies. Copies start at \$2.50 each, but generally decrease in price by volume required.

8(1)(q) Changes to fees and charges

As shown in 8(1)(p).

8(1)(s) Statistics

(i) A comparison of 1993 with 1994 enrolments by gender (headcount)

	1993		1994	
	Male	Female	Male	Female
Higher Education:				
Applied Science	1 069	594	1 029	583
School of Design	176	169	181	165
Arts	450	1 147	462	1 228
Business	1 585	1 232	1 802	1 359
Engineering	2 089	311	1 925	285
Sub-total	5 369	3 453	5 399	3 620
TAFE:				
Business & Information Systems*	3 668	3 418	3 152	2 621
Engineering and Industrial Science	1 754	555	1 945	391
Social Sciences and Arts*	1 687	4 218	1 046	2 550
Furniture Studies (Centre)	315	92	394	42
Sub-total	7 424	8 283	6 537	5 604
Total	12 793	11 736	11 936	9 224

(ii) A comparison of 1993 with 1994 student enrolments by full-time or part-time study (headcount)

	1993		1994	
	Full-time	Part-time	Full-time	Part-time
Higher Education:				
Applied Science	1 156	507	1 138	474
School of Design	333	12	331	15
Arts	788	809	795	895
Business	1 373	1 444	1 510	1 651
Engineering	1 301	1 099	1 291	919
Sub-total	4 951	3 871	5 065	3 954
TAFE:				
Business & Information Systems*	1 062	6 024	1 936	4 307
Engineering & Industrial Science	715	1 594	1 251	1 311
Social Sciences and Arts*	713	5 192	1 982	3 206
Furniture Studies (Centre)	13	394	392	44
Sub-total	2 503	13 204	5 561	8 868
Total	7 454	17 075	10 626	12 822

* Prior to restructure during 1994, these Schools functioned as various Departments.

(iii) *Graduation statistics*

	1993	1994
Higher Education:		
Applied Science	323	305
Arts	262	288
Business	662	736
Business Information Technology	43	47
Design	97	105
Engineering	396	468
Sub-total	1 783	1 949
TAFE Division:		
Business Studies	715	868
Engineering & Industrial Science	167	222
Social Science and Arts	478	375
Sub-total	1 360	1 465
Total	3 143	3 414

8(1)(t) Consultants engaged

During 1994, Swinburne engaged the following consultants:

<i>Name</i>	<i>Project description</i>	<i>Expended \$</i>
Concept Personnel	Human Resources Software	8 346
Infact P/L	Human Resources Software	22 650
Fairhaven Assocs P/L	Industrial Relations	44 263
Wyatt Company P/L	Salary Packaging	4 640
Neville Hathaway & Assocs	Financial Analysis	5 000
Allen Consulting Group P/L	Future Strategic Planning	2 000
Gerry Devine Public Relations	Public Relations	29 361
Western Pacific Communications	Quality Review	18 792
Gary Neat Consulting	Marketing	23 000
Nigel Holmes & Assocs	Air Quality - Planning & Policy	7 670
Edbiz International P/L	BIT Quality Project	14 000
WordSense	BIT Quality Project	6 400
Ron Brunton Research P/L	Preparation - Quality Review Portfolio	8 500
Aust. Electronics Development	Staff Training Quality Program	36 350
Australasian Consultants	Literature Review & Analysis	6 000
Capricorn Management Education	Asian Education Programs	31 349
Greg Wickes & Assocs	Human Resources Consultancy	42 480
Total 1994		\$ 310 801
Total 1993		\$ 43 599

SWINBURNE UNIVERSITY OF TECHNOLOGY

AUDITED FINANCIAL STATEMENTS



**VICTORIAN
AUDITOR-
GENERAL'S
OFFICE**

*Auditing in the
Public Interest*

AUDITOR-GENERAL'S REPORT

Audit Scope

The accompanying financial statements of Swinburne University of Technology for the year ended 31 December 1994, comprising statement of financial position, operating statement, statement of cash flows and notes to the financial statements, have been audited. The financial statements include the consolidated accounts of the economic entity, comprising Swinburne University of Technology and its controlled entities as disclosed in note 1.3 to the financial statements. The members of the University's Council are responsible for the preparation and presentation of the financial statements and the information they contain. An independent audit of the financial statements has been carried out in order to express an opinion on them as required by the *Annual Reporting Act 1983*.

The audit has been conducted in accordance with Australian Auditing Standards to provide reasonable assurance as to whether the financial statements are free of material misstatement. The audit procedures included an examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial statements, and the evaluation of accounting policies and significant accounting estimates. These procedures have been undertaken to form an opinion as to whether, in all material respects, the financial statements are presented fairly in accordance with Australian Accounting Standards and comply with the requirements of the *Annual Reporting Act 1983*, so as to present a view which is consistent with my understanding of the financial position and the results of operations and cash flows of Swinburne University of Technology and the economic entity.

The audit opinion expressed on the financial statements has been formed on the above basis.

Audit Opinion

In my opinion, the financial statements present fairly the financial position of Swinburne University of Technology and the economic entity as at 31 December 1994 and the results of their operations and their cash flows for the year ended on that date in accordance with Australian Accounting Standards and comply with the requirements of the *Annual Reporting Act 1983*.

MELBOURNE

6 / 4 / 1995


C.A. BARAGWANATH
Auditor-General

SWINBURNE UNIVERSITY OF TECHNOLOGY

FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 1994

STATEMENT BY CHANCELLOR, VICE-CHANCELLOR AND PRINCIPAL
ACCOUNTING OFFICER

In our opinion, the Statement of Financial Position, Operating Statement, Consolidated Statement of Changes in Equity, Statement of Changes in Equity and Statement of Cash Flows together with Notes to and forming part of the Financial Statements of SWINBURNE UNIVERSITY OF TECHNOLOGY and its controlled entities present fairly the operations of the University and its controlled entities for the year ended 31 December 1994, the changes in the financial position during the year and the state of affairs of the University and its controlled entities at that date. The financial statements have been prepared in accordance with Section II of the Annual Reporting Act 1983 and in accordance with the Annual Reporting (Contributed Income Sector) Regulations 1988 and the requirements of the Commonwealth Department of Employment, Education and Training (DEET).

In addition, we are not aware at the date of signing the Financial Statements of any circumstances which would render any particulars included in the Statements to be misleading or inaccurate.



T W BROWN
Deputy Chancellor



J G WALLACE
Vice-Chancellor



J VANDER PAL
Principal Accounting Officer

Dated this twenty first day of March 1995.

SWINBURNE UNIVERSITY OF TECHNOLOGY

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 1994

		<u>Consolidated</u> <u>- Economic Entity</u>		<u>Swinburne University</u> <u>of Technology</u>	
		<u>1994</u>	<u>1993</u>	<u>1994</u>	<u>1993</u>
	<u>Notes</u>	<u>\$000</u>	<u>\$000</u>	<u>\$000</u>	<u>\$000</u>
<u>CURRENT ASSETS</u>					
Cash	10.1	12,490	16,616	12,386	16,512
Receivables	12.1	1,969	2,065	1,969	2,065
Inter-entity Receivables		-	-	2,360	1,589
Investments	13.1	12,078	11,595	12,078	11,595
Other	14.1	4,581	4,904	4,581	4,904
Total Current Assets		<u>31,118</u>	<u>35,180</u>	<u>33,374</u>	<u>36,665</u>
<u>NON-CURRENT ASSETS</u>					
Receivables	12.2	19	24	19	24
Investments	13.2	199	167	199	167
Property, Plant and Equipment	15	179,993	170,522	123,716	116,783
Other	14.2	60	44	60	44
Total Non-current Assets		<u>180,271</u>	<u>170,757</u>	<u>123,994</u>	<u>117,018</u>
TOTAL ASSETS		<u>211,389</u>	<u>205,937</u>	<u>157,368</u>	<u>153,683</u>
<u>CURRENT LIABILITIES</u>					
Creditors		5,393	7,879	5,393	7,879
Inter-entity Creditors		-	-	2,746	2,817
Borrowings	16.1	1,117	780	-	13
Finance Leases	11	260	162	260	162
Provisions	17.1	10,648	10,359	10,648	10,359
Other	18	10,687	11,565	10,687	11,565
Total Current Liabilities		<u>28,105</u>	<u>30,745</u>	<u>29,734</u>	<u>32,795</u>
<u>NON-CURRENT LIABILITIES</u>					
Borrowings	16.2	3,066	4,183	-	-
Finance Leases	11	1,014	137	1,014	137
Provisions	17.2	2,442	2,333	2,442	2,333
Total Non-current Liabilities		<u>6,522</u>	<u>6,653</u>	<u>3,456</u>	<u>2,470</u>
TOTAL LIABILITIES		<u>34,627</u>	<u>37,398</u>	<u>33,190</u>	<u>35,265</u>
NET ASSETS		<u>176,762</u>	<u>168,539</u>	<u>124,178</u>	<u>118,418</u>
<u>EQUITY</u>					
Contributed Capital	19	54,246	54,246	54,246	54,246
Accumulated Deficit		(19,412)	(20,912)	(8,732)	(10,234)
Reserves	9	67,527	61,053	4,263	254
Equity Administered for the Crown	15.3	74,401	74,152	74,401	74,152
TOTAL EQUITY		<u>176,762</u>	<u>168,539</u>	<u>124,178</u>	<u>118,418</u>

The accompanying notes form part of these financial statements

SWINBURNE UNIVERSITY OF TECHNOLOGY

OPERATING STATEMENT FOR THE YEAR ENDED 31 DECEMBER 1994

		<u>Consolidated</u>		<u>Swinburne University</u>	
		<u>- Economic Entity</u>		<u>of Technology</u>	
		<u>1994</u>	<u>1993</u>	<u>1994</u>	<u>1993</u>
	<u>Notes</u>	<u>\$000</u>	<u>\$000</u>	<u>\$000</u>	<u>\$000</u>
<u>Operating Revenue</u>					
Commonwealth Government Grants	2	46,083	39,446	46,083	39,446
Higher Education Contribution Scheme	3	12,405	12,210	12,405	12,210
Victorian Government Grants	4	26,991	19,299	26,991	19,299
Other Research Grants and Contracts		2,718	3,443	2,718	3,443
Scholarships and Prizes		281	1,093	281	1,093
Donations and Bequests		549	839	549	839
Investment Income		1,465	1,430	1,460	1,424
Fees and Charges	5	21,721	18,743	21,721	18,743
Total Operating Revenues		<u>112,213</u>	<u>96,503</u>	<u>112,208</u>	<u>96,497</u>
<u>Operating Expenses</u>					
Academic Activities	6	70,331	65,474	69,262	64,428
Libraries	6	5,607	4,836	5,312	4,548
Other Academic Support Services	6	5,496	5,511	5,414	5,431
Student Services	6	1,608	1,375	1,588	1,356
Public Services	6	4,357	4,684	4,315	4,643
Buildings and Grounds	6	6,110	6,321	5,986	6,200
Administration & Other General					
Institutional Services	6	17,387	14,462	18,829	16,049
Total Operating Expenses		<u>110,896</u>	<u>102,663</u>	<u>110,706</u>	<u>102,655</u>
Operating Surplus (Deficit)		1,317	(6,160)	1,502	(6,158)
Add/(Less)					
Accumulated (Deficit) at Beginning of Year		(20,912)	(14,652)	(10,234)	(3,976)
Transfers from Reserves	9	183	(100)	-	(100)
Accumulated (Deficit) at End of Year		<u>(19,412)</u>	<u>(20,912)</u>	<u>(8,732)</u>	<u>(10,234)</u>

The accompanying notes form part of these financial statements

SWINBURNE UNIVERSITY OF TECHNOLOGY

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 1994

		<u>Consolidated</u> <u>- Economic Entity</u>		<u>Swinburne University</u> <u>of Technology</u>	
	Notes	<u>1994</u> <u>\$000</u>	<u>1993</u> <u>\$000</u>	<u>1994</u> <u>\$000</u>	<u>1993</u> <u>\$000</u>
<u>CASH FLOWS FROM OPERATING ACTIVITIES</u>					
<u>Inflows</u>					
Higher Education Contribution Scheme					
Student Payments		1,810	1,773	1,810	1,773
Higher Education Trust Fund		10,595	10,437	10,595	10,437
Fees and Charges		21,837	21,940	21,837	21,940
Interest Received		1,465	1,430	1,460	1,424
Other Operating Receipts		3,548	2,983	3,548	2,983
<u>(Outflows)</u>					
Interest Paid		(765)	(798)	(85)	(60)
Payments to Suppliers and Employees		(101,504)	(90,932)	(103,908)	(93,536)
Net Cash Flow From Operating Activities	10.2	<u>(63,014)</u>	<u>(53,167)</u>	<u>(64,743)</u>	<u>(55,039)</u>
<u>CASH FLOWS FROM INVESTING ACTIVITIES</u>					
<u>Inflows</u>					
Contributed Capital Received from					
Governments	1.6	-	9,332	-	9,332
Proceeds From Sales of Fixed Assets		314	372	314	372
<u>(Outflows)</u>					
Acquisition of Fixed Assets		(11,894)	(12,467)	(10,090)	(11,358)
Payments for Investments		(535)	(11,379)	(535)	(11,379)
Net Cash Flow From Investing Activities		<u>(12,115)</u>	<u>(14,142)</u>	<u>(10,311)</u>	<u>(13,033)</u>
<u>CASH FLOWS FROM FINANCING ACTIVITIES</u>					
<u>Inflows</u>					
Proceeds from Inter-entity Borrowing		-	-	-	763
Proceeds from Borrowings		-	6	-	6
<u>(Outflows)</u>					
Repayment of Borrowings		(780)	-	(13)	-
Inter-entity Borrowing		-	-	(842)	-
Principle Repayments under Finance Leases		(398)	(571)	(398)	(571)
Net Cash Flow From Financing Activities		<u>(1,178)</u>	<u>(565)</u>	<u>(1,253)</u>	<u>198</u>
<u>CASH FLOWS FROM GOVERNMENT</u>					
Commonwealth Government Grants	1.5	45,190	48,566	45,190	48,566
Victorian Government Grants	1.5	26,991	19,299	26,991	19,299
Net Cash Flow From Government		<u>72,181</u>	<u>67,865</u>	<u>72,181</u>	<u>67,865</u>
Net Increase (Decrease) in Cash Held		(4,126)	(9)	(4,126)	(9)
Cash at Beginning of the Financial Year		<u>16,616</u>	<u>16,625</u>	<u>16,512</u>	<u>16,521</u>
Cash at End of the Financial Year	10.1	<u><u>12,490</u></u>	<u><u>16,616</u></u>	<u><u>12,386</u></u>	<u><u>16,512</u></u>

The accompanying notes form part of these financial statements

SWINBURNE UNIVERSITY OF TECHNOLOGY
CONSOLIDATED STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 1994

		<u>Equity</u> <u>Administered</u> <u>for the</u> <u>Crown</u>	<u>Contributed</u> <u>Capital</u>	<u>Retained</u> <u>Surplus</u> <u>(Accumulated</u> <u>Deficit)</u>	<u>Asset</u> <u>Revaluation</u> <u>Reserve</u>	<u>Other</u> <u>Reserves</u>	<u>1994</u> <u>Total</u>	<u>1993</u> <u>Total</u>
	<i>Notes</i>	\$000	\$000	\$000	\$000	\$000	\$000	\$000
BALANCE AT BEGINNING OF YEAR		74,152	54,246	(20,912)	60,036	1,017	168,539	162,906
Surplus (Deficit) for the Year		-	-	1,317	-	-	1,317	(6,160)
Construction of buildings on Crown land		249	-	-	-	-	249	2,461
Capital Receipts								
Commonwealth Government	1.6	-		-	-	-	-	6,560
State Government	1.6	-		-	-	-	-	2,772
Revaluation of Fixed Assets	1.7	-	-	-	6,657	-	6,657	-
Transfers between reserves	9	-	-	183	-	(183)	-	-
BALANCE AT END OF YEAR		74,401	54,246	(19,412)	66,693	834	176,762	168,539

The accompanying notes form part of these financial statements

SWINBURNE UNIVERSITY OF TECHNOLOGY
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 1994

		<u>Equity</u> <u>Administered</u> <u>for the</u> <u>Crown</u>	<u>Contributed</u> <u>Capital</u>	<u>Retained</u> <u>Surplus</u> <u>(Accumulated</u> <u>Deficit)</u>	<u>Asset</u> <u>Revaluation</u> <u>Reserve</u>	<u>Other</u> <u>Reserves</u>	<u>1994</u> <u>Total</u>	<u>1993</u> <u>Total</u>
	<i>Notes</i>	\$000	\$000	\$000	\$000	\$000	\$000	\$000
OPENING BALANCE		74,152	54,246	(10,234)	-	254	118,418	112,783
Surplus (Deficit) for the year		-	-	1,502	-	-	1,502	(6,158)
Construction of buildings on Crown land		249	-	-	-	-	249	2,461
Capital Receipts								
Commonwealth Government	1.6	-	-	-	-	-	-	6,560
State Government	1.6	-	-	-	-	-	-	2,772
Revaluation of Fixed Assets	1.7	-	-	-	4,009	-	4,009	-
BALANCE AT END OF YEAR		74,401	54,246	(8,732)	4,009	254	124,178	118,418

The accompanying notes form part of these financial statements

SWINBURNE UNIVERSITY OF TECHNOLOGY
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
Year Ended 31 December 1994

1 STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

- 1.1 Swinburne University of Technology was proclaimed a statutory corporation with effect from 1 July 1992 by the Swinburne University of Technology Act 1992. The activities of the university represent a continuation of those of its predecessor organisations, Swinburne Limited (and its constituent bodies, Swinburne Institute of Technology and Swinburne College of Technical and Further Education) and the Prahran College of Technical and Further Education. With the exception of assets and liabilities specified in the Act (principally land and buildings owned by Swinburne Ltd), the assets and liabilities of the predecessor organisations were transferred to the university on 1 July 1992.
- 1.2 The financial statements of the university and the economic entity have been drawn up in accordance with the applicable accounting standards of the Australian accounting bodies and the provisions of the Annual Reporting Act 1983. Except where otherwise indicated the accounts have been prepared in accordance with the historical cost convention using the accounting policies described below. The policies used are consistent with those adopted in the previous year.
- 1.3 The consolidated accounts comprise the accounts of Swinburne University of Technology and Swinburne Limited, and the latter's two subsidiary companies, Neurometric Systems Pty. Ltd. and the Institute for Innovation and Enterprise Ltd. Swinburne Ltd (and its subsidiaries) have been included in the consolidation because of the control exercised over it by the Council of the university.
- 1.4 For the purposes of the statement of cash flows, cash includes cash on hand and in banks and money market investments readily convertible to cash within two working days, net of outstanding bank overdrafts.
- 1.5 Provision has been made in the financial statements for benefits accruing to employees in relation to annual leave and long service leave. Long service leave provisions are calculated on the basis of the total amounts due to employees with four or more years service, even though in some cases such amounts are not currently vesting.
- 1.6 **Change in Accounting Policy**
Pursuant to a change in the way the Commonwealth Department of Employment, Education and Training ("DEET") provides funding to the post secondary institutions, the policy of Swinburne University of Technology in relation to recognition of capital contributions has been changed. On the basis that grant monies will no longer be differentiated by DEET between operating and capital purposes, but will instead be provided to institutions on a per student basis, all grant monies will be recognised as revenue. This differs from the previous policy whereby funding was provided on a recurrent (operating) and capital basis. The financial effect of this change has been to improve the operating result of the university by \$6,926,000, which consists of grant monies used to acquire non-current assets. Comparative figures for 1993 have not been adjusted.
In order to adopt this policy it has been necessary to obtain from the Minister of Finance exemption from Regulations 23(1)(b) and 23(4) of the Annual Reporting (Contributed Income Sector) Regulations 1988 to the Annual Reporting Act 1983.
- 1.7 **Property, Plant and Equipment**
The table shown at Note 15 includes fixed assets that were either owned by the university or at its disposal. The valuation methods used therein are described below. Depreciation rates have been based on the useful lives of assets.
Plant and Equipment: valued at cost. Only those items that cost \$1,000 or more have been capitalised. Depreciation rate 5% - 20% per annum.

Furniture, Fixtures and Fittings: valued at replacement value as assessed by the Council and the university Furniture Officer at 31 December 1990 plus acquisitions at cost. Depreciation rates 1% - 10% per annum.

Motor Vehicles: valued at cost. Depreciation rate 15% - 25% per annum.

Land: properties are valued periodically for reporting purposes. The last assessment by the Office of the Valuer General was on 31 December 1994. Swinburne occupies land and buildings owned by the Crown, which are included in the table at Note 14..

Buildings: properties are valued periodically for reporting purposes. The last assessment by the Office of the Valuer General was on 31 December 1994. Buildings on land that is vested in the name of the Minister are included in the accounts under Property Plant and Equipment. A depreciation rate of 2.5% - 4% per annum has been applied.

Leased Assets: finance leases have been brought to account by capitalising the present value of minimum lease payments. A finance lease is one which effectively transfers from the lessor to lessee substantially all the risks and benefits of ownership of the leased assets. Finance lease payments are allocated between interest expense and reduction of the liability over the term of the lease. The interest expense is determined by applying the interest rate implicit in the lease to the outstanding lease liability at the beginning of each lease payment period. Amortisation is 20% per annum.

Library Collection: estimated written down replacement cost, as assessed by the Council and the Librarian at 1 January 1991, plus acquisitions and disposals at cost since that date. Depreciation rates are 4.5% - 15% per annum.

2 COMMONWEALTH GOVERNMENT GRANTS

	1994 \$000	1993 \$000
<u>Higher Education Grants</u>		
Pursuant to the Higher education Funding Act 1988:		
Operating Purposes	46,483	45,612
Special Research Assistance		
Large Research Grants	58	73
Small Research Grants	75	25
Collaborative Research Grants	482	142
Research Infrastructure Grants	761	825
Key Centres of Teaching and Research	275	312
Postgraduate Awards	498	427
Overseas Postgraduate Research Scholarships	43	62
Capital	3,383	1,868
Enterprise Bargaining	42	-
Staff Development	-	219
Total Higher Education	52,100	49,565
<u>TAFE Grants</u>		
Equipment and Maintenance	518	1,916
Operating Funds	-	715
Programs	510	714
Traineeships	457	654
Total TAFE	1,485	3,999
Total	53,585	53,564

	1994 \$000	1993 \$000
<u>Operating Purposes</u>		
Grant received in previous period	7,323	5
Revenue received in this period	39,160	45,612
	46,483	45,617
Less amounts attributable to future period	(3,783)	(7,323)
Less transfer to contributed capital	-	(4,692)
Less Remitted to Adelaide University	-	(8)
Grant Received in Respect of This Period	42,700	33,594
<u>Large Research Grants</u>		
Grant received in previous period	6	-
Revenue received in this period	52	73
	58	73
Less amounts attributable to future period	(3)	(6)
Grant Received in Respect of This Period	55	67
<u>Small Research Grants</u>		
Grant received in previous period	-	-
Revenue received in this period	75	25
	75	25
Less amounts attributable to future period	(6)	-
Grant Received in Respect of This Period	69	25
<u>Collaborative Research Grants</u>		
Grant received in previous period	-	-
Revenue received in this period	482	142
	482	142
Less amounts attributable to future period	(243)	-
Grant Received in Respect of This Period	239	142
<u>Research Infrastructure Grants</u>		
Grant received in previous period	115	-
Revenue received in this period	646	825
	761	825
Less amounts attributable to future period	(44)	(115)
Grant Received in Respect of This Period	717	710
<u>Key Centres of Teaching and Research</u>		
Grant received in previous period	48	-
Revenue received in this period	227	312
	275	312
Less amounts attributable to future period	(4)	(48)
Grant Received in Respect of This Period	271	264
<u>Postgraduate Awards</u>		
Grant received in previous period	63	-
Revenue received in this period	435	427
	498	427
Less amounts attributable to future period	(36)	(63)
Grant Received in Respect of This Period	462	364
<u>Overseas Postgraduate Research Scholarships</u>		
Grant received in previous period	-	-
Revenue received in this period	43	62
	43	62
Less amounts attributable to future period	-	-
Grant Received in Respect of This Period	43	62

	1994 \$000	1993 \$000
<u>Capital</u>		
Grant received in previous period	-	-
Revenue received in this period	3,383	1,868
	<u>3,383</u>	<u>1,868</u>
Less amounts attributable to future period	(3,383)	-
Less transfer to contributed capital	-	(1,868)
Grant Received in Respect of This Period	<u>-</u>	<u>-</u>
<u>Enterprise Bargaining</u>		
Grant received in previous period	-	-
Revenue received in this period	42	-
	<u>42</u>	<u>-</u>
Less amounts attributable to future period	-	-
Grant Received in Respect of This Period	<u>42</u>	<u>-</u>
<u>Staff Development</u>		
Grant received in previous period	-	-
Revenue received in this period	-	219
	<u>-</u>	<u>219</u>
Less amounts attributable to future period	-	-
Grant Received in Respect of This Period	<u>-</u>	<u>219</u>
<u>Total Grants</u>		
Grant received in previous period	7,555	5
Revenue received in this period - Higher Education	44,545	49,565
Revenue received in this period - TAFE	1,485	3,999
	<u>53,585</u>	<u>53,569</u>
Less amounts attributable to future period	(7,502)	(7,555)
Less transfer to contributed capital	-	(6,560)
Less Remitted to Adelaide University	-	(8)
Grant Received in Respect of This Period	<u>46,083</u>	<u>39,446</u>

The information provided in this note is only relevant to the University and so consolidated figures are not provided.

3 HIGHER EDUCATION CONTRIBUTION SCHEME

Higher Education Contribution Scheme revenue was collected by the University as follows during the reporting period:

Received from the Higher Education Trust Fund	10,595	10,437
Received from Students (1994: as estimated by DEET)	1,810	1,773
	<u>12,405</u>	<u>12,210</u>

The information provided in this note is only relevant to the University and so consolidated figures are not provided.

4 VICTORIAN GOVERNMENT GRANTS

	<u>Consolidated</u> <u>- Economic Entity</u>		<u>Swinburne University</u> <u>of Technology</u>	
	<u>1994</u>	<u>1993</u>	<u>1994</u>	<u>1993</u>
	\$000	\$000	\$000	\$000
<u>Higher Education</u>				
Making Places	2,000	1,264	2,000	1,264
Pathways	146	400	146	400
<u>TAFE</u>				
Operating Funds	23,319	19,969	23,319	19,969
Other	1,526	438	1,526	438
Transfer to Contributed Capital	-	(2,772)	-	(2,772)
	26,991	19,299	26,991	19,299

5 FEES AND CHARGES

Fees and charges were collected from the following sources during the reporting period:

Continuing education	3,469	2,747	3,469	2,747
Full fee paying overseas students	10,834	9,216	10,834	9,216
Fees approved postgraduate courses	2,182	2,522	2,182	2,522
TAFE fees and charges	1,228	935	1,228	935
Other	4,008	3,323	4,008	3,323
	21,721	18,743	21,721	18,743

6 EXPENSES ATTRIBUTED TO FUNCTIONS

Academic Activities

Academic staff salaries	36,148	34,970	36,148	34,970
Academic staff salary related costs (note 7)	7,393	6,409	7,393	6,409
Non-academic staff salaries	7,310	7,510	7,310	7,510
Non-academic staff salary related costs(note 7)	1,574	1,363	1,574	1,363
Depreciation expense				
Plant and Equipment	2,352	1,833	2,352	1,833
Furniture, fixtures and fittings	329	296	329	296
Motor vehicles	38	31	38	31
Buildings	2,531	3,094	1,462	2,048
Leased assets	126	8	126	8
Other expenses (note 8)	12,530	9,960	12,530	9,960
	70,331	65,474	69,262	64,428

Libraries

Non-academic staff salaries	2,894	2,534	2,894	2,534
Non-academic staff salary related costs(note 7)	630	478	630	478
Depreciation expense				
Plant and Equipment	101	89	101	89
Furniture, fixtures and fittings	14	14	14	14
Buildings	699	671	404	383
Library collection	1,262	1,098	1,262	1,098
Other expenses (note 8)	7	(48)	7	(48)
	5,607	4,836	5,312	4,548

	<u>Consolidated</u> <u>- Economic Entity</u>		<u>Swinburne University</u> <u>of Technology</u>	
	<u>1994</u>	<u>1993</u>	<u>1994</u>	<u>1993</u>
	\$000	\$000	\$000	\$000
<u>Other Academic Support Services</u>				
Academic staff salaries	466	382	466	382
Academic staff salary related costs (note 7)	101	48	101	48
Non-academic staff salaries	2,319	1,840	2,319	1,840
Non-academic staff salary related costs(note 7)	500	355	500	355
Depreciation expense				
Plant and Equipment	658	578	658	578
Furniture, fixtures and fittings	92	93	92	93
Buildings	195	187	113	107
Leased assets	32	346	32	346
Other expenses (note 8)	1,133	1,682	1,133	1,682
	<u>5,496</u>	<u>5,511</u>	<u>5,414</u>	<u>5,431</u>
<u>Student Services</u>				
Non-academic staff salaries	1,062	1,120	1,062	1,120
Non-academic staff salary related costs(note 7)	234	221	234	221
Depreciation expense				
Plant and Equipment	156	9	156	9
Furniture, fixtures and fittings	22	1	22	1
Buildings	48	46	28	27
Other expenses (note 8)	86	(22)	86	(22)
	<u>1,608</u>	<u>1,375</u>	<u>1,588</u>	<u>1,356</u>
<u>Public Services</u>				
Academic staff salaries	862	1,015	862	1,015
Academic staff salary related costs (note 7)	150	86	150	86
Non-academic staff salaries	653	559	653	559
Non-academic staff salary related costs(note 7)	111	53	111	53
Depreciation expense				
Plant and Equipment	296	258	296	258
Furniture, fixtures and fittings	41	42	41	42
Motor vehicles	12	5	12	5
Buildings	100	96	58	55
Leased assets	21	21	21	21
Other expenses (note 8)	2,111	2,549	2,111	2,549
	<u>4,357</u>	<u>4,684</u>	<u>4,315</u>	<u>4,643</u>
<u>Buildings and Grounds</u>				
Non-academic staff salaries	1,915	1,998	1,915	1,998
Non-academic staff salary related costs(note 7)	394	396	394	396
Depreciation expense				
Plant and Equipment	57	47	57	47
Furniture, fixtures and fittings	8	8	8	8
Motor vehicles	-	25	-	25
Buildings	294	282	170	161
Other expenses (note 8)	3,442	3,565	3,442	3,565
	<u>6,110</u>	<u>6,321</u>	<u>5,986</u>	<u>6,200</u>

	<u>Consolidated</u> <u>- Economic Entity</u>		<u>Swinburne University</u> <u>of Technology</u>	
	<u>1994</u>	<u>1993</u>	<u>1994</u>	<u>1993</u>
	\$000	\$000	\$000	\$000
<u>Administration & Other General Institutional Services</u>				
Academic staff salaries	2,325	390	2,325	390
Academic staff salary related costs (note 7)	406	70	406	70
Non-academic staff salaries	6,248	5,633	6,248	5,633
Non-academic staff salary related costs(note 7)	1,366	1,107	1,366	1,107
Depreciation expense				
Plant and Equipment	168	130	168	130
Furniture, fixtures and fittings	23	21	23	21
Buildings	667	640	385	365
Motor vehicles	18	7	18	7
Leased assets	29	38	29	38
Other expenses (note 8)	6,137	6,426	7,861	8,288
	<u>17,387</u>	<u>14,462</u>	<u>18,829</u>	<u>16,049</u>

7 SALARY RELATED EXPENSES

The following salary related expenses were incurred during the reporting period:

Contributions to superannuation and pension schemes:

Emerging Cost (notes 7.1, 7.2)	2,772	2,676	2,772	2,676
Funded (notes 7.3,7.4,7.5)	5,277	2,899	5,277	2,899
Payroll Tax	4,194	4,057	4,194	4,057
Workcover	218	666	218	666
Long Service Leave Expense (note 7.6)	56	375	56	375
Annual Leave (note 7.7)	342	(87)	342	(87)
	<u>12,859</u>	<u>10,586</u>	<u>12,859</u>	<u>10,586</u>

Superannuation:

The university contributes to several superannuation funds that are designed to provide benefits to employees and their dependants on retirement, disability or death.

7.1 State Superannuation Board:

Higher Education:

Superannuation contributions are calculated in accordance with the Trust Deed. Employer contributions are paid as costs emerge, that is, as employees become eligible for payment of the accrued benefits. In 1994 contributions were \$2,719,000 (consolidated and university). (1993 consolidated and university: \$2,587,000). No employer contributions were outstanding as at 31 December 1994. As at 30 June 1994 the scheme was carrying total liabilities, including liabilities for members benefits, in excess of the scheme's assets. Hence, unfunded superannuation liabilities exist which are recognised in the financial statements of the scheme. The notional share of the scheme's unfunded liabilities attributable to the university as assessed by the scheme as at 30 June 1994 amounted to \$105,638,000 (1993: \$87,694,000). Under existing arrangements the unfunded liability will be met by the Commonwealth Government as it falls due.

TAFE:

Since July 1994, the TAFE Division has been required to cover the employer's share of superannuation for employees who are members of the State Superannuation Scheme. In 1994 the cost amounted to \$1,758,000, which was fully funded by the Office of Training and Further Education.

7.2 State Employees Retirement Benefit Scheme:

Superannuation contributions are calculated in accordance with the award agreement and amounted to \$111,000 (consolidated and university). (1993 consolidated and university : \$89,000). No employer contributions were outstanding at 31 December 1994. The ratio of employer to employee contributions is 2:1. As at 30 June 1994 the scheme was carrying total liabilities, including liabilities for members'

benefits, in excess of the scheme's assets. Hence, unfunded superannuation liabilities exist which are recognised in the financial statements of the scheme. The notional share of the scheme's unfunded liabilities attributable to the university as assessed by the scheme as at 30 June 1994 was \$725,000 (1993: \$930,000). Under existing arrangements the unfunded liability will be met by the Commonwealth Government as it falls due.

7.3 Superannuation Scheme for Australian Universities:

The employer contribution rate in 1994 was 14% of employee fund salaries and represents an employer/employee contribution ratio of 2:1. These rates are based on an actuarial review completed on 1 June 1992 and comply with the Trust Deed. Employer contributions during the year were \$2,535,000 (consolidated and university). (1993 consolidated and university: \$2,174,000)

7.4 Tertiary Education Superannuation Scheme:

The employer contribution rate in 1994 was 3% of employee fund salaries; contributions by employees are not required. Contributions amounted to \$893,000 (consolidated and university). (1993 consolidated and university: \$723,000).

7.5 State Casual Employees Superannuation Fund:

The employer contribution rate in 1994 was 5% of employee fund salaries; contributions by employees are not required. Prior funds were managed by Jacques Martin Hewitt, who were replaced in 1994 by Vic Super. All recurrent related costs are fully funded by the Office of Training and Further Education.

7.6 Long Service Leave:

The university's liability for long service leave at 31 December 1994 amounted to \$9,234,000 which was \$56,000 more than the corresponding sum at 31 December 1993. The full liability is reflected in the Balance Sheet, and the subsequent increase has been included in the Revenue and Expense Statement as expenditure. The liability at 31 December 1993 was \$9,178,000.

7.7 Annual Leave:

The university's liability for annual leave at 31 December 1994 amounted to \$3,856,000 which was \$342,000 more than the corresponding sum at 31 December 1993. The full liability is reflected in the Balance Sheet, and the subsequent increase has been included in the Revenue and Expense Statement as a credit adjustment. The liability at 31 December 1993 was \$3,514,000.

8 REVENUE AND EXPENSE STATEMENT

The result for the year has been arrived at after deducting:

	<u>Consolidated</u> <u>- Economic Entity</u>		<u>Swinburne University</u> <u>of Technology</u>	
	<u>1994</u>	<u>1993</u>	<u>1994</u>	<u>1993</u>
	\$000	\$000	\$000	\$000
Audit Fees				
Auditor General	33	30	33	29
Other	29	28	29	27
Adjustment to Provision for Doubtful Debts	(2)	10	(2)	10
Depreciation for the year consisted of:				
Plant and Equipment	3,252	2,470	3,252	2,470
Furniture, Fixtures and Fittings	510	454	510	454
Motor Vehicles	156	118	156	118
Buildings	4,534	4,353	2,620	2,481
Leased Assets	279	413	279	413
Library Collection	928	884	928	884
Loss on Disposal of Fixed Assets	730	1,321	730	1,321
	<u>10,389</u>	<u>10,013</u>	<u>8,475</u>	<u>8,141</u>

	<u>Consolidated</u>		<u>Swinburne University</u>	
	<u>- Economic Entity</u>		<u>of Technology</u>	
	<u>1994</u>	<u>1993</u>	<u>1994</u>	<u>1993</u>
	\$000	\$000	\$000	\$000
9 RESERVES				
Movements in Reserves				
Eastern Campus loan repayment reserve fund	(183)	100	-	100
Revaluation of land and buildings	6,657	-	4,009	-
	6,474	100	4,009	100
Balance at beginning of year	61,053	60,953	254	154
Balance at end of year	67,527	61,053	4,263	254
Composition of Reserves:				
Asset revaluation reserve	66,693	60,036	4,009	-
Other	834	1,017	254	254
Balance at end of year	67,527	61,053	4,263	254

10 NOTES TO THE STATEMENT OF CASH FLOWS

10.1 Reconciliation of Cash:

Cash Balance consists of:

Cash	247	1,125	247	1,125
Deposits at Call	12,243	15,491	12,139	15,387
	12,490	16,616	12,386	16,512

10.2 Reconciliation of Cash Flow From Operations with Operating Deficit:

Operating Deficit	1,317	(6,160)	1,502	(6,158)
Non-cash flows in operating deficit				
Depreciation	10,389	10,013	8,475	8,141
Provisions	398	288	398	288
Cash Flow from Government	(72,181)	(67,865)	(72,181)	(67,865)
Changes in assets and liabilities				
Decrease in inventories	-	19	-	19
Increase in prepaid fees	15	(136)	15	(136)
Decrease in receivables	101	940	101	940
Decrease in prepayments	327	(719)	327	(719)
Decrease in creditors	(3,380)	1,333	(3,380)	1,331
Decrease in accrued grants	-	9,120	-	9,120
Cash Flows from operations	(63,014)	(53,167)	(64,743)	(55,039)

10.3 Overdraft Facilities:

At 31 December 1994 the University had the following overdraft facilities:

Net Debt Limit	\$30,000
Overdraft Standby	\$865,000

There was no usage at that date on either facility.

11.0 FINANCE LEASES

The university entered into finance leases in 1994 for the supply of photocopying, photographic and computing equipment.

The non-current liability due in respect of finance leases was repayable as follows:

Not later than 1 year	-	-	-	-
Later than 1 yr. and not later than 2 yrs	434	81	434	81
Later than 2 yrs and not later than 5 yrs	580	56	580	56
Later than 5 years	-	-	-	-
	1,014	137	1,014	137

12 RECEIVABLES

	<u>Consolidated</u> <u>- Economic Entity</u>		<u>Swinburne University</u> <u>of Technology</u>	
	<u>1994</u> \$000	<u>1993</u> \$000	<u>1994</u> \$000	<u>1993</u> \$000
12.1 Current:				
Debtors	2,011	2,109	2,011	2,109
Provision for Doubtful Debts	(56)	(58)	(56)	(58)
	<u>1,955</u>	<u>2,051</u>	<u>1,955</u>	<u>2,051</u>
Loan to Swinburne Sports Association	14	14	14	14
	<u>1,969</u>	<u>2,065</u>	<u>1,969</u>	<u>2,065</u>

The Provision for Doubtful Debts is determined by the Finance Committee of Council.

- 12.2 Non-Current:
Non-current receivables consisted of a debt due to the university by the Swinburne Staff Club, \$19,000. (1993: \$24,000).

13 INVESTMENTS

13.1 Current:				
Semi-Government Authorities	-	73	-	73
Treasury Corporation of Victoria	22	-	22	-
Bank Term Deposits	227	236	227	236
Dealer Term Deposits	11,829	11,286	11,829	11,286
	<u>12,078</u>	<u>11,595</u>	<u>12,078</u>	<u>11,595</u>
13.2 Non-Current:				
Semi-Government Authorities	13	167	13	167
Treasury Corporation of Victoria	186	-	186	-
	<u>199</u>	<u>167</u>	<u>199</u>	<u>167</u>

14 OTHER ASSETS

14.1 Current:				
SEC Extension Deposits	8	4	8	4
Prepayments	4,573	4,900	4,573	4,900
	<u>4,581</u>	<u>4,904</u>	<u>4,581</u>	<u>4,904</u>
14.2 Non-Current:				
SEC Extension Deposits	60	38	60	38
Rental deposit	-	6	-	6
	<u>60</u>	<u>44</u>	<u>60</u>	<u>44</u>

15 PROPERTY, PLANT AND EQUIPMENT

	<u>Book</u> <u>Value</u>	<u>Provision</u> <u>for Dep-</u> <u>reciation</u>	<u>Written</u> <u>Down</u> <u>Value</u>	<u>Written</u> <u>Down</u> <u>Value</u>
	<u>31.12.94</u>	<u>31.12.94</u>	<u>31.12.94</u>	<u>31.12.93</u>
	\$000	\$000	\$000	\$000
15.1 CONSOLIDATED -ECONOMIC ENTITY				
Plant and Equipment				
- at valuation	-	-	-	269
- at cost	32,007	14,237	17,770	16,941
Furniture, Fixtures and Fittings				
- at valuation	3,405	1,757	1,648	2,028
- at cost	1,898	394	1,504	1,209
Motor Vehicles - at cost	767	244	523	323
Buildings				
- at valuation	85,727	-	85,727	47,239
- at cost	-	-	-	1,377
Leased Assets - at cost	1,692	355	1,337	270
Library Collection				
- at valuation	17,122	3,275	13,847	15,008
- at cost	4,062	276	3,786	2,588
Land				
- at valuation	18,730	-	18,730	11,805
- at cost	-	-	-	580
Land Vested in the Crown (see Note 15.3)	9,980	-	9,980	15,098
Buildings on Land Vested in the Crown see Note 15.3)	25,141	-	25,141	55,787
	<u>200,531</u>	<u>20,538</u>	<u>179,993</u>	<u>170,522</u>
15.2 SWINBURNE UNIVERSITY OF TECHNOLOGY				
Plant and Equipment				
- at valuation	-	-	-	269
- at cost	32,007	14,237	17,770	16,941
Furniture, Fixtures and Fittings				
- at valuation	3,405	1,757	1,648	2,028
- at cost	1,898	394	1,504	1,209
Motor Vehicles - at cost	767	244	523	323
Buildings				
- at valuation	39,041	-	39,041	3,905
- at cost	-	-	-	402
Leased Assets - at cost	1,692	355	1,337	270
Library Collection				
- at valuation	17,122	3,275	13,847	15,008
- at cost	4,062	276	3,786	2,588
Land				
- at valuation	9,139	-	9,139	2,955
Land Vested in the Crown (see Note 15.3)	9,980	-	9,980	15,098
Buildings on Land Vested in the Crown see Note 15.3)	25,141	-	25,141	55,787
	<u>144,254</u>	<u>20,538</u>	<u>123,716</u>	<u>116,783</u>

On 12 December 1994 title in a number of properties that had been vested in the Crown passed to the University in accordance with the Swinburne University of Technology Act 1992. The valuations of land and buildings reflect the transfers of title.

- 15.3 Equity Administered for the Crown: the university occupies land and buildings that are owned by the Crown. They have been included in the accounts as Property Plant and Equipment. A valuation for reporting purposes was obtained from the Office of the Valuer General; the date of the assessment was