



# L&T Performance Indicators

Ian Young  
 Vice-Chancellor  
 Swinburne University of Technology

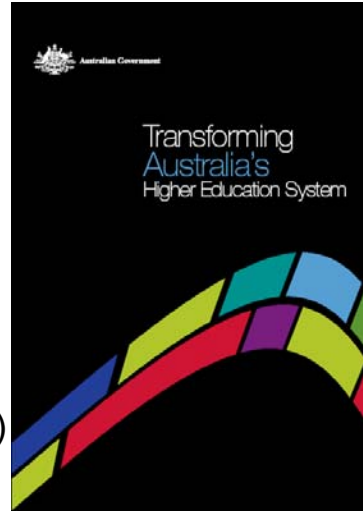
## The Bradley Agenda

- 40/20 targets
- Demand-driven system
- Quality and regulation body
- Research and Teaching linked
- “Indexation”
- A tertiary education sector
- One-off 10% increase in funding
- Review cluster rates



## Government Response

- 20/40 targets with funding
- Partial indexation from 2012
- TEQSA
- Structural Adjustment Fund
- Sustainable Research Excellence (SRE)
- Joint Res. Engagement (JRE)
- Collaborative Res. Networks
- Excellence in Res. Aust. (ERA)
- Compacts?



## Why are performance indicators needed?

### 1. Quality System

- Demand driven system
- Institution sets entry standards and exit standards
- TEQSA must have real measures of quality
- L&T performance indicators part of this story



## Why are performance indicators needed?

### 2. Institutional Development

- If you can't measure and compare, improvement is difficult
- You don't know when you achieve it

### 3. Status of L&T

- The LTPF, with all its flaws, has enhanced the position of L&T in our institutions



## Why are performance indicators needed?

### In summary:

Properly designed and used, performance indicators can help deliver:

Quality in the system  
L&T development within institutions  
Raise status of L&T



## What is needed in indicators?

(partly addressed in Discussion Paper)

- Need to be statistically stable  
(CEQ, GDS annual data at institutional level, are not)
- Should not be excessively lagged
  - Do student responses integrate experiences?
  - Averaging helps statistical variability
- Need to compare “apples with apples”
  - Quality of intake
  - Aspirations of students
  - Discipline mix
  - External/regional factors

Corrections?



## Absolute verses incremental change?

Absolute measure	Incremental Improvement
<ul style="list-style-type: none"> <li>• Why not fund excellence?</li> <li>• Can we measure the excellence?</li> </ul>	<ul style="list-style-type: none"> <li>• Remove issue of “apples with apples”</li> <li>• Yes, but increase statistical variability</li> </ul>
<ul style="list-style-type: none"> <li>• Transparent</li> <li>• Yes, but is it meaningful?</li> </ul>	<ul style="list-style-type: none"> <li>• What about the outstanding performers</li> <li>• Can they continue to improve?</li> </ul>
<ul style="list-style-type: none"> <li>• Creates league tables</li> <li>• Good or bad?</li> </ul>	<ul style="list-style-type: none"> <li>• We don't fund research this way</li> </ul>
<ul style="list-style-type: none"> <li>• Issues of corrections</li> <li>• How do we do this?</li> </ul>	



## A comparison with research

Research Performance funded	L&T Volume funded
<ul style="list-style-type: none"><li>•Drives differentiation of standards</li><li>•Once you have the funding, very difficult to lose position and visa versa</li><li>•Regarded as good</li></ul>	<ul style="list-style-type: none"><li>•Drives uniformity of standards</li><li>•Difficult to differentiate</li><li>•Regarded as good</li></ul>

Quality and funding levels are strongly linked  
Need the correct balance between volume and performance funding



Swinburne University of Technology, Melbourne, Australia

9

Thank You

SWIN  
BUR  
\*NE\*

SWINBURNE  
UNIVERSITY OF  
TECHNOLOGY

