

## INTRODUCTION

Curtin’s mission statement, *to transform lives and communities through education and research*, reflects the University’s purpose. To achieve this mission and its 2030 vision to be a recognised global leader in research, education and engagement, the University assesses performance across a series of outcome components and key performance indicators related to: student demand for Curtin courses; the experience of its students; the reputation of its graduates; research performance; industry engagement; staff engagement; diversity and equity; global reputation; and the financial sustainability of its teaching and learning activities. These are set out in a balanced scorecard framework over six Strategic Plan themes to provide a holistic view of the University’s performance.

The selection of indicators reflects those that are designed to demonstrate progress towards achieving targets as outlined in the Curtin Strategic Plan (2017–2020) and Enabling Plan. Performance indicators are classified as either *effectiveness* or *efficiency*.

A summary of the Outcome Components and Key Performance Indicators is provided below.

### OUTCOME COMPONENTS

### KEY PERFORMANCE INDICATORS

#### LEARNING AND STUDENT EXPERIENCE

1. Student Demand and Quality	1.1 Curtin market share of WA university students – total commencements, TISC first preferences and commencements with ATAR ≥95
2. Student Experience	2.1 Student satisfaction (SES) – undergraduate students 2.2 Retention rate – undergraduate students
3. Graduate Outcomes	3.1 Domestic graduate employment rates
4. Student Equity	4.1 Percentage of total domestic enrolments – regional and remote students 4.2 Total enrolments – Indigenous students

#### RESEARCH AND INNOVATION

5. Research Performance	5.1 Publications per Research Only/Teaching and Research staff FTE 5.2 Total research income (Category 1 – 4) 5.3 Completion numbers – Higher Degree by Research (HDR) students
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#### ENGAGEMENT AND IMPACT

6. Industry Engagement	6.1 Category 3 and 4 industry income and industry scholarships
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#### PEOPLE AND CULTURE

7. Staff Engagement	7.1 Staff engagement survey results
8. Diversity and Equity	8.1 Number of Indigenous staff and internships 8.2 Staff gender balance

#### GLOBAL POSITIONING

9. International Reputation	9.1 International co-authorship 9.2 ARWU ranking
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#### SUSTAINABLE FUTURE

10. Financial Sustainability	10.1 Teaching and Learning (T&L) expenditure per EFTSL 10.2 Revenue from non-Commonwealth sources
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## LEARNING AND STUDENT EXPERIENCE

### Outcome Component: 1. Student Demand and Quality

Monitoring the market share of Total Commencements provides an assessment of the strength of student demand across all student cohorts. Tertiary Institutions Service Centre (TISC) first preferences indicate WA domestic student demand for Curtin undergraduate courses, and the share of high (above 95) Australian Tertiary Admission Rank (ATAR) enrolment indicates the calibre of domestic undergraduate students enrolling into Curtin courses. Taken together, the measures reflect the value and reputation of Curtin courses in the WA university sector.

### Key Performance Indicator: 1.1 Curtin market share of WA university students – Total Commencements, TISC First Preferences and Commencements with ATAR ≥95

**Classification:** Effectiveness measure

**Benchmark gauge:** Comparison of Curtin’s market share against previous years reflects the growth and changes in demand for Curtin courses and the quality of its domestic undergraduate students.

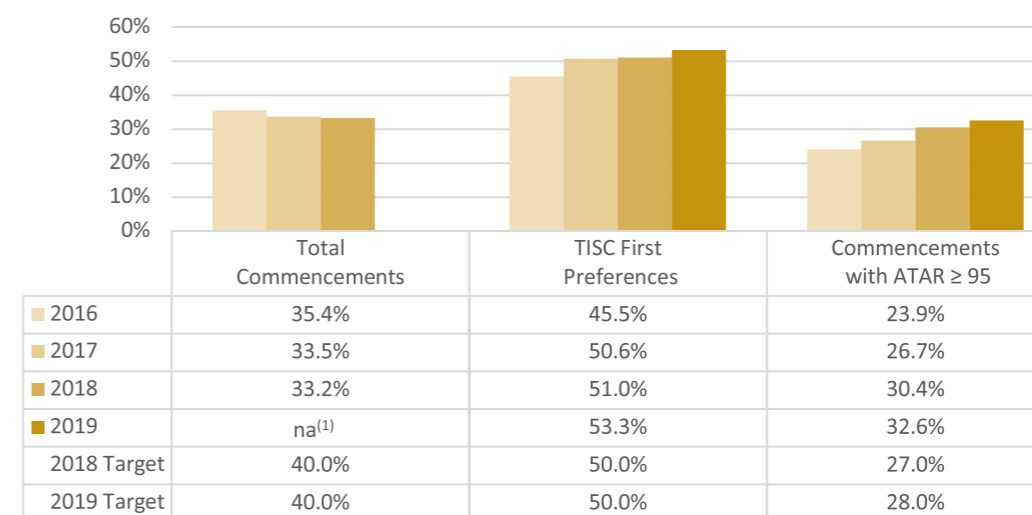
**Total Commencements** is the per cent of all commencing students (undergraduate, postgraduate and others) enrolled at one of the five universities in Western Australia as measured with data published by the Department of Education (DE), Canberra.

**TISC First Preferences** measures Curtin’s market share in first preferences received through TISC. TISC is operated by the four major public universities in Western Australia to facilitate domestic undergraduate applications. The University of Notre Dame (UND) is a private institution and hence does not utilise TISC, but considers direct entry for all student applications.

**Commencements with ATAR ≥95** is the per cent of TISC and non-TISC (UND) applicants with a high ATAR score (≥95) who enrolled at one of the five universities in Western Australia. An imputed enrolment of high ATAR students is calculated for the UND based on the TISC application data.

The TISC First Preferences and Commencements with ATAR ≥95 outcomes were both above the target in 2019 and have continued growing year on year. Total Commencement data for 2019 is currently unavailable and although historically Curtin’s performance has been stable, it is reflective of the market conditions and customer preferences, i.e. student ATAR attainment rates and preferences for selecting university degrees as a pathway to employment.

### CURTIN MARKET SHARE OF WA UNIVERSITY STUDENTS



Data source: 2016–2018 Total Commencements data, Department of Education; 2016–2019 TISC First Preferences and Commencements with ATAR ≥95, Curtin’s internal systems.

Notes:

(1) Total Commencements data for 2019 is not yet available due to timing of data collection and release by Department of Education.

### Learning and Student Experience (continued)

#### Outcome Component: 2. Student Experience

As a destination of choice for students, Curtin is committed to offering an educational experience that is richly interactive, engaging and fully prepares students for the complex environments in which they will live and work.

This effectiveness indicator provides an insight into the quality of overall student experience. The Student Experience Survey (SES) provides benchmarking opportunities to track performance against other Australian universities. These findings are useful for the University to review and improve its learning and teaching quality and the educational experience at Curtin. Student satisfaction with courses provides insight into the quality of the student experience.

#### Key Performance Indicator: 2.1 Student satisfaction (SES) – undergraduate students

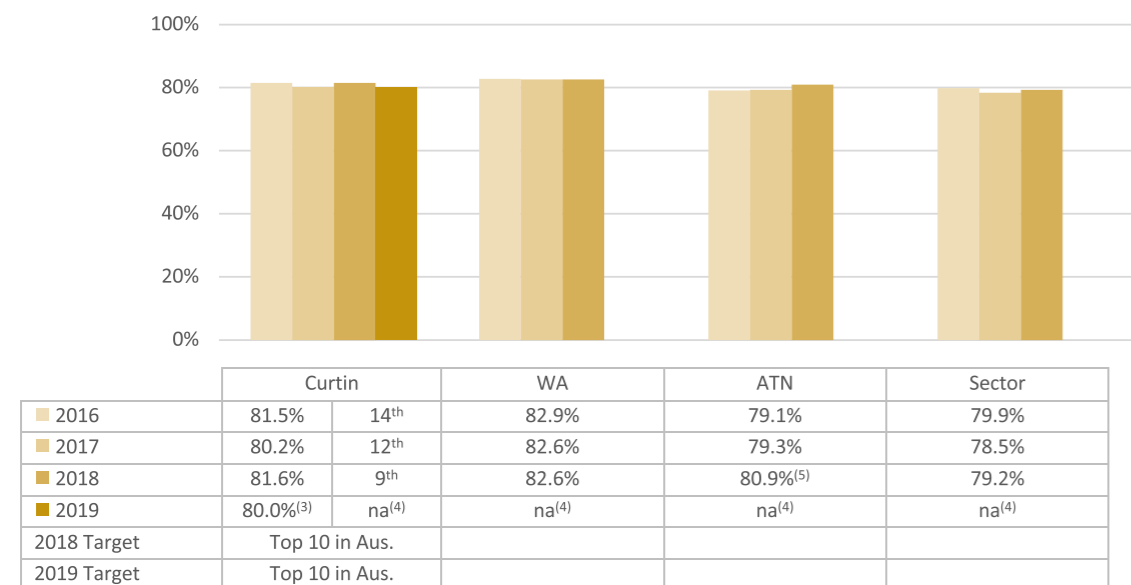
**Classification:** Effectiveness measure

**Benchmark gauge:** SES data on WA universities, Australian Technology Network (ATN) universities and the Higher Education sector.

The Social Research Centre (SRC)<sup>1</sup> collects SES information from first year and final year onshore undergraduates on their student experience. In 2018, onshore postgraduates were surveyed for the first time. For consistency, the SES results below reflect the views of onshore undergraduates only. The SES measures five aspects of the student experience and includes an additional single item measure of overall student satisfaction with the quality of their educational experience. This question reads 'Thinking about your <course>, overall how would you rate the quality of your entire educational experience this year?'. A student is considered satisfied if they answered either 'Good' or 'Excellent'<sup>2</sup>.

The quality of Curtin's educational experience has remained relatively stable since 2016. Curtin achieved the 2018 target to be in the top 10 in Australia, with a ranking of 9th in Australia. The 2019 ranking comparison is not available for the WA, ATN and Sector benchmarking categories.

### STUDENT SATISFACTION (SES) – UNDERGRADUATE STUDENTS



Data source: 2016–2019 Curtin data, Curtin Tableau Report prepared and issued by the SRC; 2016–2018 WA, ATN & Sector averages derived by Curtin's Market and Institutional Research (MIR) team, Office of Strategy and Planning, using national datasets supplied by the SRC.

Notes:

(1) The Social Research Centre is an external organisation who provide the Australian social research community with access to research services (<https://www.srcentre.com.au/>).

(2) The survey categories include: Excellent; Good; Fair; and Poor.

(3) In 2019 the number of domestic Curtin survey respondents was 5,755, domestic Curtin graduate population size was 14,273, and the response rate was 40.3 per cent. The margin of error was +/- .10 per cent at a 95 per cent confidence level.

(4) Benchmark data for 2019 is not yet available due to timing of data collection and release by the SRC.

(5) From 2018 onwards Queensland University of Technology (QUT) will be excluded from ATN data (QUT left the ATN in September 2018).

### Learning and Student Experience (continued)

#### Key Performance Indicator: 2.2 Retention rate – undergraduate students

**Classification:** Effectiveness measure

**Benchmark gauge:** WA universities, ATN universities and the Higher Education sector.

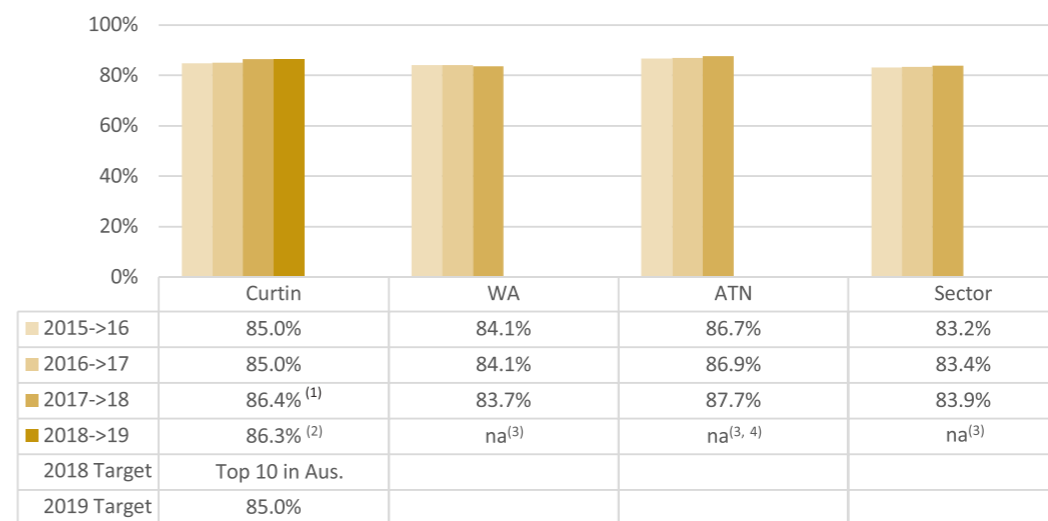
Minimising the attrition of students, as measured through student retention, allows the University to optimise its student load and revenue base, and ensures students can fulfil their ambitions to obtain a university qualification.

High numbers of students retained from one year to the next demonstrates a strong level of student engagement with their studies, and provides a good indication that recruitment and support initiatives have been effectively deployed.

Retention is reported with a one year lag and benchmark retention data is available only up to 2018. Retention rates are affected by a multitude of factors, including a student's personal circumstances. Targets for retention rates are set to ensure Curtin's performance remains at an acceptable level. The retention rate is calculated based on the student commencement cohort year (year 1) and those students retained in the following year (year 2).

The retention rate of undergraduate students has remained stable and Curtin exceeded the 2019 target of 85.0 per cent, achieving 86.3 per cent. Curtin has continued to track above the Sector and WA averages.

### RETENTION RATE – UNDERGRADUATE STUDENTS



Data source: 2015–2018 Retention data, Department of Education; Curtin's internal systems.

Notes:

(1) The 2017->2018 metric has been restated due to an internal measure being used as an interim proxy.

(2) The 2018->2019 percentage is derived using Curtin's internal systems and may be restated in the following year once the Department of Education publish the final outcome.

(3) Benchmark data for 2018->2019 is not available due to timing of data collection and release by Department of Education.

(4) From 2018->2019 onwards QUT will be excluded from ATN data (QUT left the ATN in September 2018).

Learning and Student Experience (continued)

Outcome Component: 3. Graduate Outcomes

Curtin aspires to have the highest graduate employment rates in WA. The vision for Learning and Student Experience is to lead in education innovation and prepare graduates with the skills needed for the future of work and those in demand by employers. The employment rate of graduates indicates the level to which Curtin graduates are career-ready and sought after by employers. It should be noted that graduate employment rates are affected by external factors, such as economic conditions and labour market cycles.

Key Performance Indicator: 3.1 Domestic graduate employment rates

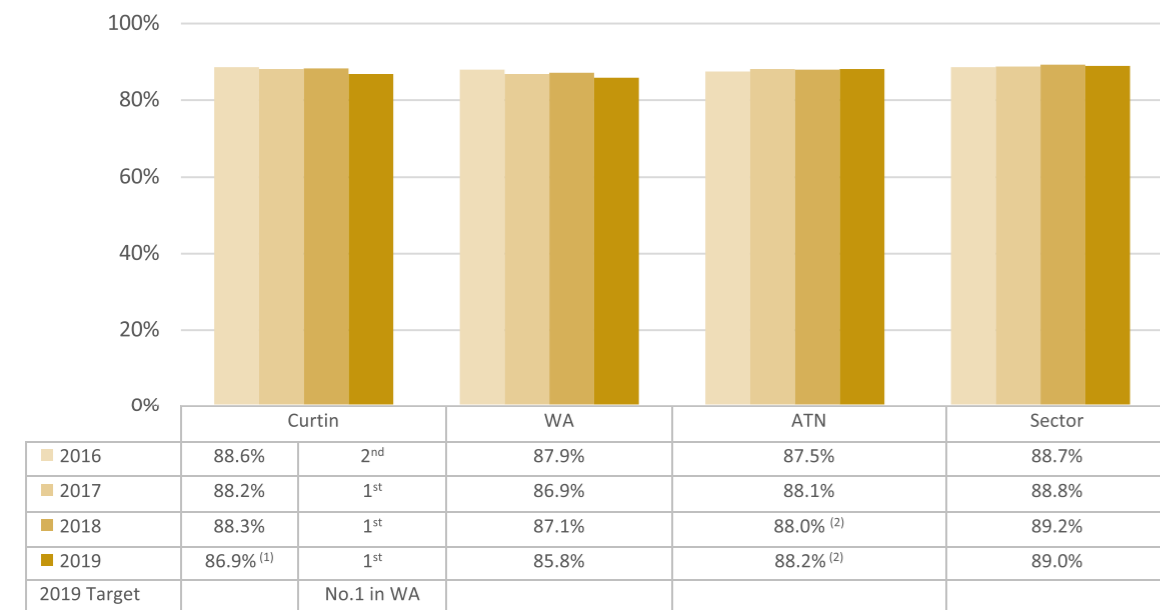
Classification: Effectiveness measure

Benchmark gauge: WA universities, ATN universities and the Higher Education sector.

The Graduate Outcomes Survey (GOS) is a national survey funded by the Australian Government Department of Education, which collects information on graduates' labour market outcomes and further study activities. GOS is administered online to graduates of Australian higher education institutions about five months after their course completion at or via an Australian campus.

The domestic graduate employment rate has declined slightly from 2018; however the 2019 target to be number 1 in WA for graduate employment rates was achieved, with Curtin being ranked as the top public university in WA for domestic graduate employment rates.

DOMESTIC GRADUATE EMPLOYMENT RATES



Data source: 2016–2019 Curtin, WA, ATN and Sector data, Curtin UA GOS Tableau Report prepared and issued by the SRC.

Notes:

(1) In 2019 the number of domestic Curtin survey respondents was 2,310, domestic Curtin graduate population size was 4,990 and the response rate was 46.3 per cent. The margin of error was +/-1.49 per cent at a 95 per cent confidence level.

(2) From 2018 onwards QUT will be excluded from ATN data (QUT left the ATN in September 2018).

Learning and Student Experience (continued)

Outcome Component: 4. Student Equity

Curtin, through its Student Equity Strategy, is committed to enhancing opportunities for people from diverse backgrounds to participate and succeed in higher education. A range of initiatives specifically addressing community outreach, access to Curtin and student equity support have been undertaken to facilitate a higher education environment that is inclusive and supportive of students from disadvantaged backgrounds, including Indigenous Australians and those from regional or remote communities.

Market and economic conditions impact the ability for regional and remote students to attend university and will be reflected in the results.

Key Performance Indicator: 4.1 Percentage of total domestic enrolments – regional and remote students

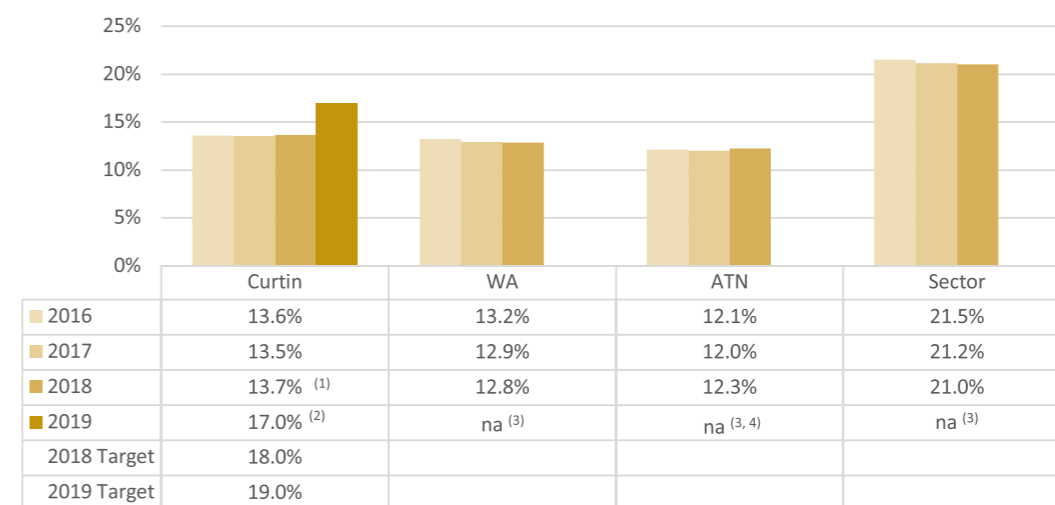
Classification: Effectiveness measure

Benchmark gauge: WA universities, ATN universities and the Higher Education sector.

Regional and remote student enrolments are measured as a proportion of total domestic enrolments. The categorisation takes into account whether a domestic student's permanent address is considered urban, regional or remote at the commencement of study.

2019 performance was below target; however the measure has significantly improved from 2018 from 13.7 per cent to 17.0 per cent, demonstrating the impact of Curtin's programs on attracting regional and remote students. Despite being below target, historical benchmarking shows that Curtin has typically performed above the WA and ATN averages.

PERCENTAGE OF TOTAL DOMESTIC ENROLMENTS – REGIONAL AND REMOTE STUDENTS



Data source: 2016–2018 Equity groups data, Department of Education.

Notes:

(1) The 2018 metric has been restated due to an internal measure being used as an interim proxy.

(2) The 2019 percentage is derived using Curtin's internal systems and may be restated in the following year once the Department of Education publish the final outcome.

(3) Benchmark data for 2019 is not available due to timing of data collection and release by Department of Education.

(4) From 2019 onwards QUT will be excluded from ATN data (QUT left the ATN in September 2018).

### Learning and Student Experience (continued)

#### Key Performance Indicator: 4.2 Total enrolments – Indigenous students

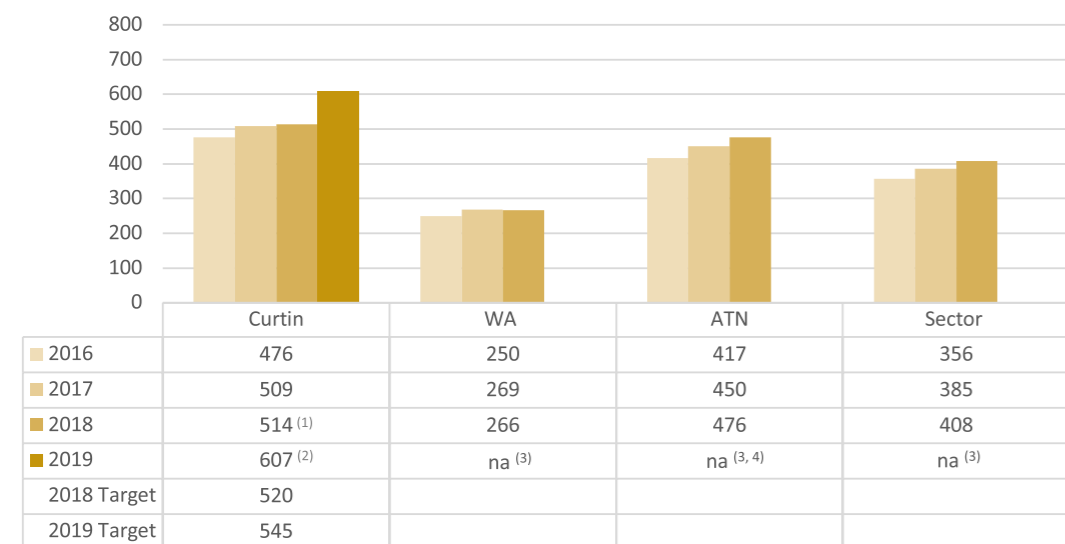
**Classification:** Effectiveness measure

**Benchmark gauge:** WA universities, ATN universities and the Higher Education sector.

This measure includes all Indigenous students enrolled at Curtin, both undergraduate and postgraduate. Indigenous students are those students who identify themselves as being of Aboriginal and/or Torres Strait Islander descent.

In 2019, the University achieved a significant increase in its overall indigenous enrolment numbers from 2018, which was well above the target. Historical trends show that Curtin has been performing well above WA, ATN and sector averages for this measure.

#### TOTAL ENROLMENTS – INDIGENOUS STUDENTS



Data source: 2016–2018 Indigenous student data, Department of Education.

Notes:

- (1) The 2018 metric has been restated due to an internal measure being used as an interim proxy.
- (2) The 2019 percentage is derived using Curtin’s internal systems and may be restated in the following year once the Department of Education publish the final outcome.
- (3) Benchmark data for 2019 is not available due to timing of data collection and release by Department of Education.
- (4) From 2019 onwards QUT will be excluded from ATN data (QUT left the ATN in September 2018).

## RESEARCH AND INNOVATION

#### Outcome Component: 5. Research Performance

To be a leading international university, Curtin must have strong research capability and performance.

Curtin’s research performance is dependent on its capacity to conduct research activities. The number of publications produced by research-active staff and Higher Degree Research completions are an indication of research intensity and productivity.

Research income is an indicator of the University’s ability to attract research funding in a competitive environment and provides a proxy measure for national and international research performance.

#### Key Performance Indicator: 5.1 Publications per Research Only/Teaching and Research staff FTE

**Classification:** Efficiency measure

**Benchmark gauge:** ATN universities and the Higher Education sector.

This measure provides an indication of the research productivity of Curtin research staff.

Publications are classified as the number of items in Clarivate’s Web of Science Core Collection indices with document type “Article” or “Review” via InCites\*. Staff full-time equivalent (FTE) includes all staff in “Teaching and Research” and “Research Only” functions. Staff FTE for the “Teaching and Research” function is calculated at 40 per cent of total FTE for the research function.

Publication output per research staff FTE has grown steadily since 2016. Historical trends show that Curtin is tracking above ATN and sector averages. The University’s steady growth can be attributed to alignment with Curtin’s strategic direction in research, which includes a stronger focus on encouraging and supporting quality research outputs. This has resulted in steady growth in scholarly journal articles over the last five years. Due to a one-year data lag, data is only available up to 2018.

#### PUBLICATIONS PER RESEARCH STAFF FTE

	2016	2017	2018	2019	2018 Target	2019 Target
Curtin	3.8	4.1	4.4	na <sup>(2)</sup>	3.8	3.9
Average ATN Universities	3.6	3.0	3.2 <sup>(1)</sup>	na <sup>(2)</sup>		
Average Sector	2.5	2.6	2.7	na <sup>(2)</sup>		

Data source: 2016–2018 Publications InCites dataset, Web of Science schema; 2016–2018 Staff FTE data, Department of Education.

\* InCites is an external tool which collates comprehensive citation data and is used to measure Curtin performance against other institutions.

Notes:

- (1) From 2019 onwards QUT will be excluded from ATN data (QUT left the ATN in September 2018).
- (2) 2019 staff FTE data is not available due to timing of data collection and release by Department of Education.

Research and Innovation (continued)

**Key Performance Indicator: 5.2 Total research income (Category 1-4)**

**Classification:** Effectiveness measure

**Benchmark gauge:** ATN universities and the Higher Education sector.

Research and development (R&D) income is an indicator of the University’s effectiveness in attracting research funding in a competitive environment and provides a proxy measure for national and international research reputation. Success in attaining external funding to support the University’s research is a qualitative measure of achievement. R&D income consists of four Higher Education Research Data Collection (HERDC) categories:

Category 1 – Australian Competitive Grant R&D Income

Category 2 – Other Public Sector R&D Income

Category 3 – Industry and Other R&D Income

Category 4 – Cooperative Research Centre (CRC) R&D Income

Research performance outcomes are being targeted through strategic support for grant proposals, recruitment of high performing researchers, and improved success in Australian Research Council (ARC) fellowship and grant programs. These strategies are delivering improved research income performance.

As research income data is reported with a year lag, data is only available up to 2018. In 2018, the University was below target which can be attributed to economic conditions putting pressure on government spending.

**TOTAL RESEARCH INCOME (HERDC CATEGORY 1-4)**

	2016	2017	2018	2019	2018 Target	2019 Target
Curtin	\$86.8m	\$95.4m	\$93.5m	na <sup>(2)</sup>	\$95.0m	\$100.0m
Average ATN Universities	\$70.6m	\$78.3m	\$79.9m <sup>(1)</sup>	na <sup>(2)</sup>		
Average Sector	\$90.1m	\$93.9m	\$99.3m	na <sup>(2)</sup>		
All Australian Rank	12	12	12	na <sup>(2)</sup>		

Data source: 2016-2018 Research income data, Department of Education.

Notes:

(1) From 2019 onwards QUT will be excluded from ATN data (QUT left the ATN in September 2018).

(2) Benchmark data for 2019 is not available due to timing of data collection and release by Department of Education.

Research and Innovation (continued)

**Key Performance Indicator: 5.3 Completion numbers – Higher Degree by Research (HDR) students**

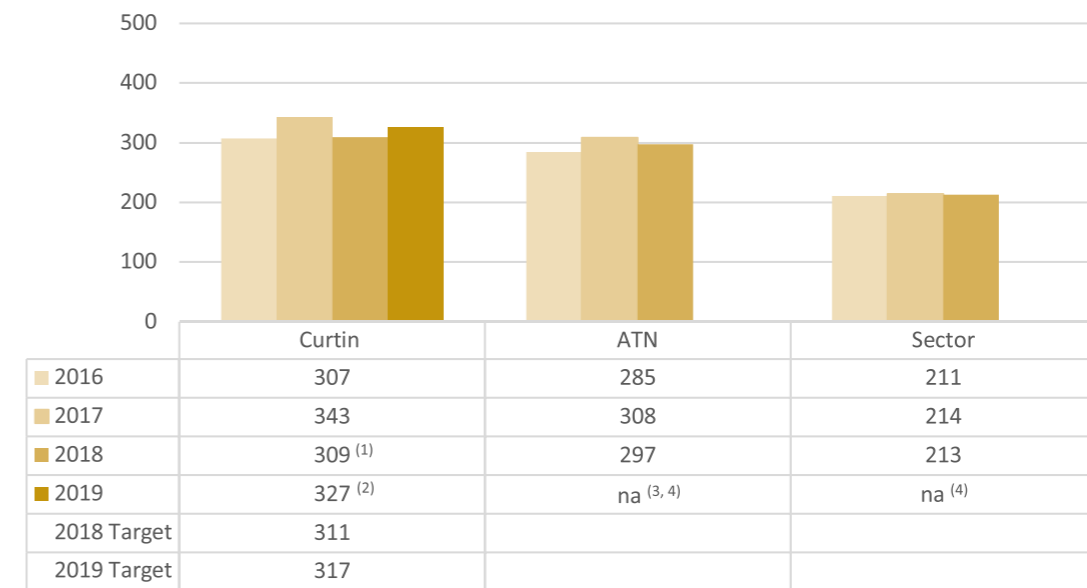
**Classification:** Effectiveness measure

**Benchmark gauge:** ATN universities and the Higher Education sector.

HDR Completions measures those students who completed their studies in a research Masters or Doctorate program. It is an important measure in determining future research training funding amounts from the Commonwealth government. HDR Completions also provides Curtin with an opportunity to benchmark its research productivity to other leading Australian universities.

Curtin achieved 327 HDR completions in 2019 compared to a target 317, achieving a 6 per cent increase from 2018. Benchmark data for 2019 is not yet available; however historical trends show that Curtin is typically ahead of ATN and sector averages for HDR completion numbers.

**COMPLETION NUMBERS – HDR STUDENTS**



Data source: 2016-2018 Award course completions data, Department of Education.

Notes:

(1) The 2018 metric has been restated due to an internal measure being used as an interim proxy.

(2) The 2019 percentage is derived using Curtin’s internal systems and may be restated in the following year once the Department of Education publish the final outcome. Data shows headcount.

(3) From 2019 onwards QUT will be excluded from ATN data (QUT left the ATN in September 2018).

(4) Benchmark data for 2019 is not available due to timing of data collection and release by Department of Education.

## ENGAGEMENT AND IMPACT

### Outcome Component: 6. Industry Engagement

Engaging with industry provides Curtin with enhanced opportunities for undertaking research projects funded by industry, addressing industry challenges that result in outcomes that have both economic and community benefits. Industry-funded scholarships assist students financially and also provide vital access to work experience opportunities and industry mentors, thereby improving the overall educational experience.

#### Key Performance Indicator: 6.1 Category 3 and 4 industry income and industry scholarships

**Classification:** Effectiveness measure

**Benchmark gauge:** There is no comparable data for benchmarking this measure.

Industry-related research income is measured by HERDC income Category 3 (Industry and Other Funds) and Category 4 (Cooperative Research Centres), measured in AUD million in the year in which it is earned. Money received from industry for funding various domestic undergraduate and postgraduate coursework scholarships is also used as an indicator of industry engagement.

As research income data is reported with a year lag, data is only available up to 2018. Subdued growth was anticipated for industry and scholarship income in 2018 due to the WA economic downturn and is evident in the 2018 result, which was below target.

### INDUSTRY INCOME (CATEGORY 3-4) AND INDUSTRY SCHOLARSHIPS

	2016	2017	2018	2019	2018 Target	2019 Target
Industry Income (Category 3-4) and Industry Scholarships	\$32.4m	\$38.7m	\$31.2m	na <sup>(1)</sup>	\$36m	\$40m

Data source: 2016–2018 Research income data, Department of Education; 2016–2018 Scholarship data Curtin’s internal systems.

Notes:

(1) 2019 Research income data is unavailable due to timing of data collection and release by Department of Education.

## PEOPLE AND CULTURE

### Outcome Component: 7. Staff Engagement

During 2018, a decision was made to redesign the approach and develop an in-house staff survey. The previous YourVoice survey was administered by an outsourced external provider.

The new staff engagement survey was developed in July 2019 to replace the existing YourVoice survey. The new survey measures overall satisfaction and the level of staff engagement, an outcome component of the 2017–2020 Strategic Plan and the People and Culture Enabling Plan.

#### Key Performance Indicator: 7.1 Staff engagement survey results

**Classification:** Effectiveness measure

**Benchmark gauge:** Not applicable.

This staff engagement survey is expected to be conducted annually and is being administered by the Office of Strategy and Planning.

### STAFF ENGAGEMENT SURVEY RESULTS

	2017	2018	2019	2019 Target
Overall Staff Satisfaction	77.5% <sup>(1)</sup>	na <sup>(2)</sup>	72.9% <sup>(3)</sup>	Improved (to prior survey) <sup>(4)</sup>

Data source: Data compiled by the Office of Strategy and Planning.

Notes:

(1) 2017 data, YourVoice survey.

(2) Previous survey was conducted biennially and no survey was conducted in 2018.

(3) 2019 staff engagement survey results are collected using Curtin’s internal systems and includes all Australian campuses. In 2019 the number of Curtin staff survey respondents excluding sessionals and casuals was 3,566, the population size was 2,292 and the response rate was 64.3 per cent. The margin of error was +/-1.22 per cent at a 95 per cent confidence level.

(4) The target was set for 2019 prior to the introduction of a new in-house survey and a new target will be introduced for 2020.

People and Culture (continued)

**Outcome Component: 8. Diversity and Equity**

An increased number of Indigenous people in the workforce is a key objective of the University and aligns to the Curtin Reconciliation and Action Plan.

Increased participation of female staff in the workforce is part of the University’s Equal Employment Opportunity Management Plan.

**Key Performance Indicator: 8.1 Number of Indigenous staff and internships**

**Classification:** Effectiveness measure

**Benchmark gauge:** This indicator is an internal measure and there is no comparable data for benchmarking.

Indigenous staff include Continuing/Fixed Term and Sessional/Casual staff who have self-identified as Indigenous (of Aboriginal or Torres Strait Islander descent). Internships includes Indigenous students undertaking casual employment through Curtin’s “Earn While You Learn” program and “Indigenous Student Placement Program.”

Building on the success of 2018, Curtin performed well in 2019 with 145 Indigenous staff and interns, which was well above the target of 110 for 2019. Growing Indigenous staff numbers continues to be a key focus for the University.

**NUMBER OF INDIGENOUS STAFF AND INTERNS**

	2016	2017	2018	2019	2019 Target
Indigenous Staff and Interns*	94	106	116	145	110

Data source: 2016–2019 Indigenous staff and interns data is derived from Curtin’s internal systems.

\* Includes continuing, fixed term, sessional and casual staff.

People and Culture (continued)

**Key Performance Indicator: 8.2 Staff gender balance**

**Classification:** Effectiveness measure

**Benchmark gauge:** ATN universities and the Higher Education sector.

Staff gender balance is measured by the proportion of female staff FTE in senior positions, that is those who are in “Professional Higher Education Worker (HEW) Level ≥10” and “Academic Level E (ALE)” positions.

Curtin’s female staff in Professional HEW ≥10 and ALE positions measures both improved in 2019; however both categories were below the targets set for 2019. Curtin is currently below the ATN and sector averages and strategies are in place to support Curtin achieving the longer term targets, including through the Science in Australia Gender Equity (SAGE) Athena Swan initiative. A focus on academic promotion, career development and succession planning is expected to have a positive impact on the representation of women across Professional HEW ≥10 and ALE positions.

**FEMALES IN PROFESSIONAL HEW ≥10 POSITIONS**

	2016	2017	2018	2019	2019 Target
Curtin	44.5%	38.6%	36.8%	44.7%	48.0% - 52.0%
Average ATN Universities	48.9%	51.5%	51.5%	51.3% <sup>(1)</sup>	
Average Sector	51.7%	50.6%	51.5%	52.7%	

**FEMALES IN ACADEMIC LEVEL E POSITIONS**

	2016	2017	2018	2019	2019 Target
Curtin	15.6%	19.3%	25.1%	26.9%	29.0%
Average ATN Universities	25.3%	27.7%	29.5%	30.8% <sup>(1)</sup>	
Average Sector	27.4%	27.2%	28.2%	29.4%	

Data source: 2016–2019 data, Australian Higher Education Industrial Association (AHEIA).

Notes:

(1) From 2019 onwards QUT will be excluded from ATN data (QUT left the ATN in September 2018).

## GLOBAL POSITIONING

### Outcome Component: 9. International Reputation

To be a leading international university, Curtin must have strong research performance and enhance its international reputation through global collaborations and outreach.

Research outputs with international co-authors provide an indication of the level of international engagement of academic staff with their peers overseas. Steady and cumulative growth in such research outputs enhances the visibility of Curtin research and cements key relationships, which are key drivers for reputation, collaboration and citations.

The prestige of being ranked within the Academic Ranking of World Universities (ARWU) provides significant opportunities to seek new teaching and research alliances with high achieving universities, benefiting both staff and students. The measures reflect credible external evaluations.

#### Key Performance Indicator: 9.1 International co-authorship

**Classification:** Effectiveness measure

**Benchmark gauge:** The comparable data for benchmarking for this measure was not available and will be developed for 2020.

Comparison of Curtin’s percentage of international co-authorship against previous years reflects the level of international engagement of staff with peers overseas.

The data was previously sourced from the University’s research information management system “Elements” and is now being sourced from an external data source, InCites.

The measure details the percentage of total research publications (“Article” or “Review”) which have at least one co-author with an international-only affiliation on the publication. The data and percentage of international co-authorship is sourced from the InCites dataset (Web of Science schema).

### INTERNATIONAL CO-AUTHORSHIP

	2018	2019	2018 Target
% International Co-Authorship	61%	nd <sup>(1)</sup>	45% <sup>(2)</sup>

Data source: 2018 Publications, InCites dataset, Web of Science schema.

Notes:

(1) Due to the timing of data collection, 2019 is not yet available.

(2) The target was set for 2018 prior to the introduction of a new data source and calculation methodology. The 2018 target was approved on the previous calculation methodology based on a broader set of publication types (i.e. “Journal Article”, “Book”, “Book Chapter” and “Conference”).

#### Key Performance Indicator: 9.2 The Academic Ranking of World Universities (ARWU) ranking

**Classification:** Effectiveness measure

**Benchmark gauge:** There are no comparable measures for WA or sector.

The ARWU uses six objective indicators to rank world universities, including the number of alumni and staff winning Nobel Prizes and Fields Medals, the number of highly cited researchers selected by Thomson Reuters, the number of papers published in *Nature* and *Science* journals, the number of papers indexed in Science Citation Index-Expanded and Social Science Citation Index, and the per capita academic performance of an institution. More than 1,800 universities are ranked by ARWU and the top 1,000 are published on the web. Rise in rank indicates the progress of Curtin in attaining leadership in research and education.

Curtin’s performance in the ARWU ranking has remained relatively stable, with Curtin remaining at an estimated ranking of 9 nationally and decreasing slightly to an estimated 212 globally.

### ARWU RANKING

	2016	2017	2018	2019	2019 Target
World Rank	201-300	151-200	151-200	201-300	Maintain/improve top 200 position
Estimated World Rank	211	180	181	212	
National Rank	9-14	9-10	9	9-15	Maintain top 10 position
Estimated National Rank	10	9	9	9	

Data source: 2016–2019 ARWU ranking data, ShanghaiRanking Consultancy; 2016–2019 estimated ranks are calculated by Curtin’s Office of Strategy and Planning using publicly available scores and a factored calculation.

## SUSTAINABLE FUTURE

### Outcome Component: 10. Financial Sustainability

To provide an excellent learning experience that is financially sustainable.

#### Key Performance Indicator: 10.1 Teaching and Learning (T&L) expenditure per equivalent full-time student load (EFTSL)

**Classification:** Efficiency measure

**Benchmark gauge:** This indicator is an internal measure and there is no comparable data for benchmarking.

T&L expenditure relates to the teaching of Curtin’s programs. Utilising the measure of average cost of teaching per EFTSL provides an indicator of efficiency. It is important to note that average expenditure per EFTSL is largely dependent on the mix of disciplines taught by an institution. Curtin’s high representation of laboratory-based courses raises relative service delivery costs, as does the delivery of regional higher education programs in locations such as Kalgoorlie.

Due to the changing nature of business models for course delivery, e.g. increased online offerings, a target for this measure has not been set.

### TEACHING AND LEARNING EXPENDITURE PER EFTSL

	2016	2017	2018	2019
T&L Expenditure (\$,000)	\$633,110	\$627,788	\$586,378	\$644,087
EFTSL	37,537	36,676	36,842	37,424
T&L Expenditure per EFTSL	\$16,866	\$17,117	\$15,916	\$17,211

Data source: 2016–2019 data, Curtin’s internal systems.

#### Key Performance Indicator: 10.2 Revenue from non-Commonwealth sources

**Classification:** Effectiveness measure

**Benchmark gauge:** This indicator is an internal measure and there is no comparable data for benchmarking.

This measure shows the percentage of funding that is not sourced from Australian Government Financial Assistance or Upfront Student HECS-HELP Contributions, as a measure of Curtin’s long term financial sustainability. There has been a decrease in the percentage of non-Commonwealth revenue for 2019, which can be attributed to a change in investment revenue.

### REVENUE FROM NON-COMMONWEALTH SOURCES

	2016	2017	2018	2019	2018 Target	2019 Target
Non-Commonwealth Sources	43.2%	42.4%	42.3%	39.4%	43.0%	44.0%

Data source: 2016–2019 data, Curtin’s internal systems.