



THE UNIVERSITY OF
MELBOURNE

The University Plan 2011–2014



The University Plan

2011–2014

From The Vice-Chancellor

The Melbourne Vision: Growing Esteem

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From The Vice-Chancellor

In 2009 the University reviewed the Growing Esteem strategy in partnership with its staff, students and community. Although support for the strategy was strong, many valuable suggestions for improvement were made. As a result of this feedback and in response to environmental changes, the strategy that was launched in 2005 has been revised. These revisions are reflected in the document *Growing Esteem 2010*.

This new four-year plan provides next steps in the realisation of *Growing Esteem 2010*. This document sets out a series of major goals for the University and articulates some of the mechanisms we intend to use to achieve them. The goals presented in this plan represent the areas requiring our focus over the next four years. The list is necessarily short and designed to cascade down to all subsequent planning.

The *University Plan* links the University-wide strategy to the portfolios that will contribute to its delivery: Research, Learning and Teaching, Engagement and Enablers. In addition to the *University Plan*, strategic statements are developed for Research, Learning and Teaching, Engagement and Enablers. These in turn form the operational parameters for faculty, graduate school and divisional business planning, thus ensuring the integration of strategic and operational planning.

In research, the University's efforts will continue to focus on addressing questions of national and international significance and building on current outstanding performance recently acknowledged through the 2010 national Excellence in Research for Australia

(ERA) scheme. By developing strategic partnerships, we will aim to maximise the global impact of our research. Through a consolidated precincts strategy we will strive to build the platforms to support internationally competitive research for the next 15–20 years. The Melbourne Research Institutes program will have a critical role in coordinating and responding to external priorities, and in so doing will ensure that Melbourne remains a top-ranked Australian university in key national indicators of research.

In 2005 we embarked on a major curriculum shift towards the Melbourne Model. At the beginning of 2011 we find ourselves just passed the halfway mark in this process, with the first year of intake into the full suite of professional graduate programs. Over the next four years our first cohort of New Generation students will graduate from professional courses and our graduate schools will be fully operational. By 2015 the first cohort of all our professional graduate courses will have successfully entered the workforce and the transition to the new model will be considered complete.

Growing Esteem 2010 adopts the term 'engagement' for the third strand of the triple helix. This term aims to capture the interaction between the University and the wider community. Through knowledge partnerships, advancement, international activities and public knowledge programs, the University will continue to make significant contributions to intellectual, social and economic life within Australia and internationally.



To support the aims of *Growing Esteem*, a range of resourcing and administrative objectives must be met over the next four years. These challenges will involve evaluating internal funding, infrastructure requirements and administrative processes to ensure that our talented staff feel valued and supported in achieving the actions required to deliver the strategy.

There are many challenges ahead that will require the continued dedication of our staff and supporters and ultimately, when successful, the University will have transformed the way higher education is viewed in Australia.

A handwritten signature in blue ink, appearing to read 'Glyn Davis'.

Glyn Davis
Vice-Chancellor

The Melbourne Vision: Growing Esteem

*Growing Esteem 2010*¹ serves to reinforce the University's three core strategic objectives—production of globally competitive research, provision of internationally recognised degree programs and the expansion and support of well-coordinated external engagement activities. The strategy articulates the Melbourne Vision and the metaphor for our core strategic objectives and priorities—the triple helix.

The triple helix represents the tightly bound nature of our academic programs, each reinforcing the other. It defines the institution's character, linking research, learning and teaching, and engagement programs. Each of the three strands is separately resourced, sharply focused and valued in its own right.

Research is the first strand, embracing the systematic generation of new knowledge, development of new ideas and experimentation with new techniques. These activities inform student learning and provide an intellectual platform for engagement beyond the campus.

The second strand is learning and teaching. It focuses on intellectual stimulation and challenge, outstanding educational practices, a strong research-teaching nexus and the cultivation of critical approaches to inquiry that acknowledge the provisional nature of knowledge.

The final strand is engagement. It encompasses many dimensions of interaction between academia and wider society—including knowledge partnerships, advancement and international activities.

Through this strand, the University engages in public debate, influences policy, links

research and teaching with industry and communities, contributes to the advancement of communities locally and abroad, develops deep beneficial relationships with alumni and performs as a truly international institution.

In the midst of change, the challenge is to be firm on ends but flexible on means, sustaining character and mission while adapting to new settings. Although the logic of success in most international rankings is to concentrate primarily on research, Melbourne will place an equal emphasis on teaching and continue to expand its engagement activities. The University's future will depend on its ability to combine these strands into a 'triple helix' of core activities.

The University remains committed to being 'one of the finest universities in the world'.

As a fine academic institution, Melbourne honours its traditional promise to uphold the scholarly values of intellectual freedom, honesty, openness and rigour.

As a fine research institution, Melbourne seeks to harness the strength, breadth and depth of its research to help meet global challenges.

As a fine teaching institution, Melbourne aims to attract the brightest student cohorts from the widest range of backgrounds, offering an outstanding educational experience.

As a public-spirited institution, Melbourne declares its intention to make research, student learning and engagement serve public ends. This includes taking up pressing societal problems in research, producing graduates prepared for responsibility, and

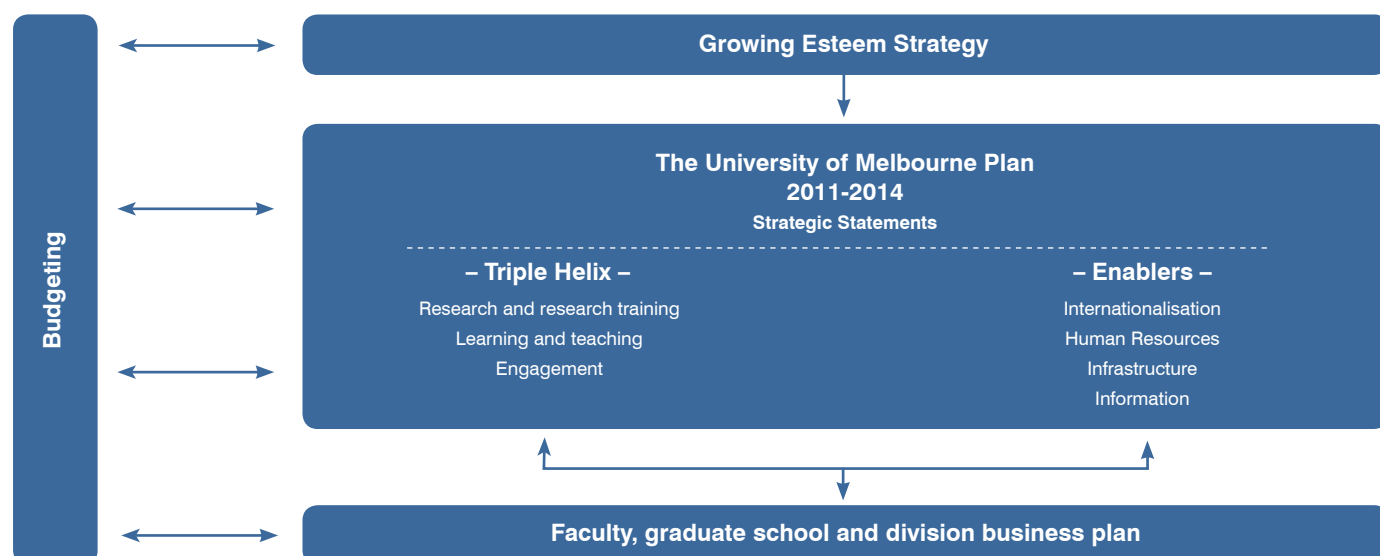
promoting inquiry and open debate based on evidence and reason.

As an internationally engaged institution, Melbourne undertakes to work with overseas colleagues and students to meet global challenges with intelligence, ingenuity and respect for humanity.

As a university with a strong sense of place, Melbourne reaffirms the distinctive virtues of its campus locale, where face-to-face teaching remains the norm, where scholars gather from across the globe and where learning communities embrace evolving technologies.

To meet this commitment to be 'one of the finest', the University must continue to refine its research, teaching and engagement programs. By expanding its resources and concentrating efforts to lift performance in each of these domains, the University will deepen the relevance and impact of its academic mission. Melbourne will continue to be an institution that excels not just at research but in bringing ideas to life and making knowledge work for its students, staff and a broader public.

¹The annual planning cycle in the context of Growing Esteem



1. Research and Research Training

GOAL: The University will be a globally engaged, comprehensive research-intensive university uniquely positioned to respond to major social, economic and environmental challenges.



Viewed nationally, Melbourne is a leading research university. The University is uniquely placed in the Parkville precinct, where medical research benefits enormously from collaboration with some of Australia's eminent bio-medical research institutions and hospitals. It scores strongly against every national research indicator, from income and publications to research higher degree load and completions. The recent ERA initiative demonstrated that the majority of our comprehensive set of disciplines is significantly above world standard.

Traditionally, research has been conducted by individual academics or teams of academics within the same discipline. Now, the nature of research is changing. Research is being driven more and more by pure and applied questions that require interdisciplinary approaches. The University will need a strong and sustained focus on interdisciplinary academic practice to meet these challenges. To advance further Melbourne's international research competitiveness and impact, we need to deepen the research experience for staff and students.

Meeting global challenges will require the University to harness the strength, breadth and depth of its research and to disseminate this effectively to the world. The research effort must identify and seek answers to major social, economic and environmental issues, forming new and enhancing existing partnerships and collaborations to hasten our discoveries. Such a response is possible only because of the disciplinary depth available at the University. Future capacity

Meeting global challenges will require the University to harness the strength, breadth and depth of its research and to disseminate this effectively to the world.

to address societal challenges (so-called 'wicked' problems) depends not only on our staff's ability to work seamlessly with colleagues from other disciplines, but on the maintenance of depth and excellence within disciplines.

A whole-of-University Research Commission will be convened during 2011 with a view to developing a blueprint for sustaining the University's research performance over the next 15–20 years. Chaired by the Vice-Chancellor, the Research Commission will identify opportunities to build on current research strengths and achievements, the strategies required to fully realise those opportunities and the resources required to enable their realisation.

The University Plan cannot pre-empt the outcomes of the Research Commission. Strategies and targets are outlined below where this is appropriate. The Research and Research Training Strategic Statement ('Helix' document) will be updated following acceptance of any Research Commission recommendations by the University community and the Council.

Strategies

To be an internationally recognised research-intensive university with excellence in our research over a comprehensive range of disciplines.

The University will continue to evaluate the position of its disciplines in the Australian and international context, rewarding excellence and managing improvements where required. Future investment in interdisciplinary activities will strategically match areas of highest performance and greatest opportunity, complementing investments in disciplinary depth.

The Excellence in Research for Australia (ERA) results released in early 2011 confirmed that the University is both comprehensive in its range of disciplines and excellent (at or above world standards) in most of them. While the University community should be

justly proud of these outcomes, it is not a time for complacency. We should reflect upon our success and consider how the quality of our broad range of disciplines can be consistently demonstrated through multiple internal and external indicators. How can we or should we utilise external indicators to drive our research direction and management?

The University will continue the process of putting research performance data in the hands of the research community through the roll-out of tools such as Melbourne Research Windows.

The University will also strive to improve our research productivity, while recognising and valuing the broad spectrum of discipline norms that exist in our faculties and graduate schools.

To encourage, enable and support research collaborations and partnerships for maximum mutual benefit.

The University values all research partnerships and collaborations that enhance the impact of our research. Regardless of size or scope, it is largely through collaboration that we broaden our existing knowledge and research capabilities. Our researchers should have close collaborative relationships with others in local, national and international organisations holding common aspirations and complementary capabilities.

Solving the major problems facing society requires different and constantly evolving sets of relationships with government, industry, community groups and other research providers. The University continually strives to improve these myriad connections. Considerable effort has been made to improve our relationships with a number of affiliated independent medical research institutes, embracing them more comprehensively as part of the academic community built around the University in the Parkville Precinct and beyond. This initiative will improve collaborative links and enhance research higher degree (RHD) programs within the University.

The University will work to enrich our research environment by attracting key government and industry to locate and work in the Parkville area. This includes the development of a whole-of-University precincts strategic framework (acknowledged to include more than research relationships alone) to support internationally competitive research well into the future.

The Deputy Vice-Chancellors for Research, University Affairs and Global Engagement will work closely together to ensure that the mechanisms and policies to support collaboration and partnerships are clear and broadly communicated across the University.

To be a university recognised for addressing major societal challenges and for being able to better demonstrate the impact of our research endeavours.

The University aspires to be a valued contributor to national and global deliberations on societal challenges. As a leading international university with a focus on being public-spirited, it is important that the University's researchers have an impact on resolving societal challenges. One significant way to enhance this impact is to find flexible structures and mechanisms that enable our researchers to engage in public debate on societal challenges, providing informed opinions and leadership.

To encourage more intensive and directed interdisciplinary activity in response to societal challenges the University will continue to build its Melbourne Research Institutes program. These internal Institutes are distinct from our affiliated independent research institutes. Without precipitating unwarranted structural reorganisation, the Melbourne Research Institutes provide leadership and a nimble approach to catalyse University research activities in designated theme areas. The Institutes will also seek significant new partnerships, enhance the research profile of the institution, help coordinate activities across the campus and increase the University's responsiveness to external priorities. Institute leaders will include the University's very best communicators. Additionally, the University will develop an appropriate national and international profile for the Institutes.

Solving the major problems facing society requires different and constantly evolving sets of relationships with government, industry, community groups and other research providers. The University continually strives to improve these myriad connections.

The University will work to improve its understanding and collection of evidence of research impact. This will enable the University to better demonstrate the impact of its research to stakeholders and to inform the University's future research practice.

To be a highly desirable destination for high performing students by providing Australia's highest quality research training environment.

The current model of research training arose at a time when academic staff trained RHD candidates to take their place in the academy. Research training is now seen as a major provider of research outcomes, and graduate research students are the 'glue' which binds together many local and international research collaborations.

It is the intention of the University to offer a globally competitive research experience supported by high-quality infrastructure, international opportunities, and mentoring and support services. This will increase the likelihood of our research graduates finding employment with leading research, business and government organisations.

Research training outcomes are linked to the quality of the candidates and the challenge is to continue to build demand while seeking a greater understanding of the optimal size of the RHD cohort at Melbourne. At present, research training students comprise approximately 9% of the total student load and approximately 25% of these students originate from overseas.

The expectations of research training candidates grow higher each year, and advisory panels are now providing support to RHD supervisors to ensure that a diversity of opinion is brought to the core research project. This said, there are still concerns about the number of students who fail to complete research training. The University, therefore, must focus its attention on elements of its performance that impact on the research experience of RHD candidates, including the provision of basic infrastructure, covering the direct costs of research, candidate integration into a critical mass of scholars (including peers and the more established Academy), emphasising quality over quantity in RHD load, and greater diversification of the RHD cohort through increased recruitment of interstate and international candidates. Research training is thus a major focus of the Research Commission.

The Research Commission will address issues including sources for RHD candidates and the development of thematic PhD programs where students share common elements such as coursework, and where supervision can readily occur across faculty boundaries. PhD programs are well embedded in the US system and are a major imperative in elite UK institutions where they provide both a cohort experience and

a sense of accountability to the individual candidates and their supervisors.

Unlike some of our domestic competitors, Melbourne is not seeking to significantly increase the size of its research training cohort, but rather to increase the quality of the cohort by attracting applications from highly able local and international graduate students. The completion rates and 'timely' completions of international students currently exceed those of local RHD candidates and the University will seek to find the resources to increase the international intake to approximately 40% over time.

In an era where the opportunities awaiting graduates grow richer each year, to achieve an improvement in the quality of its RHD cohort the University will further strengthen its marketing activities and hone the requirements for RHD entry and supervision. The longer-term effect will be increased RHD outputs measured by completion rates and publications. This capacity shift will be a direct result of supervisors having fewer but more 'time-intense' high quality students. Additionally, the University will pursue consistent, high quality supervisory standards across the campus. Greater focus will also be given to viewing RHD students as a significant part of the broader student body.

To develop a whole-of-University approach to the provision, management, maintenance of, and access to, world-class research infrastructure.

World class research requires access to world-class infrastructure and equipment. To organise and integrate research infrastructure efficiently the University will develop a consolidated research infrastructure plan that matches resources with requirements and enables systematic planning for future funding. Researchers will have access to research infrastructure fitting for an internationally competitive institution.

The development of an overarching precincts strategic framework for the University will include consideration of the strategic research infrastructure needs of the University.

There will be ongoing refinement and implementation of the eResearch plan, including the communication of the benefits and opportunities enabled by eResearch.

To be a research community that values excellence and creativity in its diverse forms, attracting support and enhancing its researchers.

Our people form the most valuable component of the University's research and research training endeavours—the foundations of everything we do. We want world-class researchers to be attracted to and remain at the University as a reflection of both the quality of our research and the vibrancy of our community.

The University will offer a globally competitive research experience for staff through career development opportunities, celebration of achievements, high-quality infrastructure, mentoring, international opportunities, and support services. The University will develop a research recruitment and retention strategy benchmarked to international standards and with appropriate resources.

The University will work to continuously improve our research policies, systems, processes and training to effectively support our researchers. We want to provide the best services we can in supporting our researchers when applying for grants, initiatives, fellowships and interacting with the outside world.

In order to adequately understand, reward and promote excellence and creativity, the University will develop a sophisticated capability for analysis and monitoring of research performance, including interdisciplinary forms and appropriate training.

Targets

The University of Melbourne has made the commitment that by 2015 we will be able to say that:

- The University is top ranked against key national indicators of research excellence and impact;
- The University is top ranked in relation to research higher degree recruitment and outcomes; and
- Through key partnerships, including with nearby medical research institutes, industry and international peers, the University has maximised the global impact of its research.

Our progress towards these statements will be in part monitored by our progress towards the small set of targets outlined in the table below. With strong performance in the indicators listed the University should also perform well in other external forms of assessment, whether nationally (via exercises such as the ERA) or internationally (via the key ranking schemes). The broader monitoring and evaluation context for Research and Research Training is expanded upon in the Research and Research Training Strategic Statement.

| 2015 Target | Indicator |
|--|--|
| 1.1 To improve the University's international standing for research and research training. | The University's performance, absolute and relative to that of other Australian universities, in research components of relevant international ranking schemes. |
| 1.2 To maintain top ranking nationally for research income. | Nationally published annual data on university research income. |
| 1.3 To maintain top ranking nationally for Australian competitive grants. | Nationally published annual grant data from the Australian Competitive Grants Register (ACGR). These grants provide an indication of peer-esteem and therefore are a proxy for the future potential of our research. |
| 1.4 To maintain top ranking nationally for the number of RHD completions. | Nationally published HERDC data. |
| 1.5 To improve the quality and profile of individual research outputs across all disciplines against 2010 baselines. | Faculty-specific measures of output quality defined and measured through the business planning process. For example: publications, citations, prizes, juried exhibitions and impact measures where appropriate. |
| 1.6 To improve our research productivity on the 2010 baseline.* | Research outputs (HERDC publications) per research FTE. |

*This target correlates to 7.2 in the Our People section of this plan.

2. Learning and Teaching

GOAL: The University will attract students of the highest academic potential, regardless of background, and through an outstanding curriculum and university experience, enable them to develop to their full potential as globally aware professionals, citizens and community leaders.



The University aims to attract students of the highest intellectual potential from the widest possible range of Australian and overseas backgrounds. It offers an outstanding educational experience to a cosmopolitan balance of students from around the globe recruited on the principles of excellence, diversity, equity and sustainability.

The University prepares graduates to become active global citizens and leaders, attuned to cultural diversity and the evolving patterns of global interconnectedness. It will enhance the opportunities for student mobility, physical and virtual, including participation in challenging international and cross-cultural curricular and co-curricular experiences at Melbourne and overseas. Through joint teaching programmes with leading institutions it enriches opportunities for its students and deepens scholarly connections for its teachers and researchers.

Strategies

To attract and support excellent students from all backgrounds.

The University is committed to diversifying its student population and ensuring fair and equitable access for those students most likely to succeed, regardless of financial or educational disadvantage. The Melbourne Model curriculum's flexibility in choice of course and entry point enables students to pursue their educational and personal aspirations by recognising that intellectual

The period 2011 to 2014 will be one of refinement and consolidation of this new curriculum, involving a close monitoring of performance and outcomes to ensure it is delivering on its goals.

growth and personal opportunity come at different times to different people. Entry to the University's professional programs, for example, is now much less dependent on the form of secondary education to which applicants had access.

The proportion of students from low socio-economic status backgrounds, from under-represented schools and other disadvantaged students admitted to undergraduate courses, will steadily increase to 2014, while national leadership in undergraduate retention, progression and success rates will be maintained. The University will also seek to secure improved graduate access, participation and outcomes, in particular by ensuring equitable access to the high-level professional and research education that leads to professional careers and intellectual and community leadership roles. In doing so, it will contribute to professions becoming more representative of the broader community. The University will also increase access for Indigenous Australians to its undergraduate and graduate programs and improve outcomes for its Indigenous students.

To achieve these goals the University will:

- Deliver outreach activities that legitimise and foster aspiration and attainment for study at the University across a wider cross-section of the community;
- Use selection criteria through the Access Melbourne program that are designed to admit a more diverse group of high potential students;
- Support the attainment for all students of graduate attributes and prepare students, irrespective of their backgrounds, for access to the professions and intellectual and community leadership roles; and
- Continue undertaking research informed activities that seek to minimise under-representation.

To offer a distinctive and excellent Melbourne Model curriculum.

Curriculum renewal is a vital strategy for enhancing the quality of learning and teaching. The broad redesign of academic programs now known as the Melbourne Model has entailed reconsideration of the learning objectives of academic programs at all levels. Graduate attributes appropriate to each type of program have been developed in consultation with academic and external stakeholders and in consideration of future expectations of graduates. At the undergraduate level, programs have been designed to ensure the development of strong intellectual foundations for a variety of employment and graduate study pathways. Curricula have been developed to build depth of understanding within a discipline while situating knowledge in a broad and international intellectual and cultural framework, developing capacity for graduates to work adaptively in settings that are professionally, culturally and geographically diverse. At the graduate level, the Melbourne Model design includes programs that build rapidly and deeply on the conceptual skills and knowledge of graduate students to produce advanced learning outcomes, whether for professional entry, professional development, research preparation or research training. At all levels, the curriculum recognises social and cultural influences on the development of knowledge and aims to be internationally inclusive with respect to content, and open to the analysis of alternative perspectives.

Implementation of the Melbourne Model began in 2008 when students entered the first year of the new suite of six undergraduate degrees and will only be fully implemented by the end of 2014, when students will first graduate from some of the distinctive new professional graduate programs.

The period 2011 to 2014 will be one of refinement and consolidation of this new curriculum, involving a close monitoring

of performance and outcomes to ensure it is delivering on its goals. The University will develop and implement scorecards for undergraduate and graduate programs to track performance and, where possible, benchmark it against national data to identify priority areas for action and drive improvement. The scorecards will draw on a range of internal and external data and will be supplemented by analyses of qualitative information captured from existing feedback exercises and tracking the embedding of graduate attributes in the curriculum. Peer review and employer feedback will continue to be incorporated into curriculum design and to assessments of the employability of our graduates.

To deliver an outstanding student experience.

The introduction of the Melbourne Model curriculum has been accompanied by a significant commitment to improving the quality of the student experience and the level of engagement by students with staff and fellow students in curricular and co-curricular activities. This will be achieved through a strengthened and coordinated approach to student services, using a mixture of online, telephone and face-to-face delivery, including specialist support for groups with specific needs. Co-curricular aspects of the student experience enhance the embedding of graduate attributes, increasing national and international opportunities for leadership, volunteering, exchange, internship and research experiences. They also include University supported and student-led cultural, community and sporting activities. The University is committed to inclusive services and programs that bring together students from a range of national, cultural and socioeconomic backgrounds.

A Contact Centre was established at the beginning of 2011 to provide frontline service by telephone and email for all current students and a single point of contact and liaison for students, with Student Centres dedicated to the administration and support of specific cohorts. This network of support will be enhanced by a renewed emphasis on holistic student advising over the period 2011–2014 and the implementation of a precinct-based model of co-located central and course specific student services. This model of service will be complemented by a growing range of self-service functions provided through the new student system ISIS (introduced in 2010), and greater consistency across the University of academic policy and procedures. Planning is underway to implement a more systematic approach to responding to student feedback and a new format for graduations, aiming to ensure that local and international students can graduate together soon after completing their courses. An ambitious infrastructure renewal program will continue, including the construction of a new Student Centre for Arts and Music students, as well as continuing the

renewal of library and learning spaces across the campus.

To offer outstanding graduate education through world-class graduate schools.

In *Growing Esteem 2010*, the University has committed not only to offering the best graduate experience in the country by 2015, but also to a student load that is more evenly split between undergraduate and graduate students. To achieve this, we will offer graduate programs in new forms on a larger scale and with distinctive purposes. New programs have been and continue to be developed in close consultation with stakeholders, and particular attention is being paid to the desirable constellation of professional graduate attributes for the contemporary national and global workforce in professional, research and academic contexts. These new graduate programs will be complemented by the enhancement of the graduate student experience through further developments in physical and virtual infrastructure and in student service delivery, recognising that the needs and expectations of graduate students differ from those of undergraduates and vary according to program type.

To support the University's aspirations for accessible graduate programs of high quality, the University's graduate schools must be financially sustainable and build reputations for excellence. We have therefore included a review of the financial strength of graduate schools into the University's annual cycle of performance review and budgeting and a review of the international standing of graduate schools into a systematic program of cyclic review.

To support students in maximising their graduate outcomes.

The University recognises the fundamental importance of graduate outcomes and the long term value as well as the complexity of devising effective methods for measuring them. We are committed to assuring graduate attributes and enhancing employment and further study outcomes. The University will embed an increasing number of internship, volunteering, work and research experiences within the curriculum during 2011–2014, and support these experiences with assessment activities designed to ensure a smooth transition into the workforce.

To encourage and reward excellence and creativity in learning and teaching practice.

The role of staff in designing and delivering all forms of learning experience and engaging with students is also crucial. We will continue to emphasise the importance of excellence in teaching and learning in staff development, appraisal and promotion and seek to increase the participation of staff in programs designed to build and support excellent practice, including the Graduate Certificate for University Teaching and the

Social Inclusion at the University of Melbourne

The University seeks to attract students of the highest academic potential, regardless of background and enable them through an outstanding curriculum and university experience to develop as globally aware professionals, citizens and community leaders.

The University will strive further to diversify its student population and ensure fair and equitable access to all its courses. During the period to 2015 the foci for diversification of the student population will be on:

- Undergraduate students from low socioeconomic backgrounds;
- Students from select underrepresented schools;
- Indigenous students; and
- Improved access to professional and research education that leads to professional careers, and intellectual and community leadership roles.

Diversification of the student population will be achieved through:

- Outreach and partnership activity that legitimises and fosters aspiration and attainment for study at the University across a wider cross-section of the community;
- Use of selection criteria that admit a more diverse group of students who are likely to succeed;
- Delivering an outstanding student experience that supports students from diverse contexts in the attainment of graduate attributes, gaining access to the professions and undertaking intellectual and community leadership roles; and
- Strengthening marketing, recruitment, admissions and scholarship processes to maximise the quality and diversity of RHD candidates that enter Melbourne programs.

The University gives equal priority to enhancing the diversity of its staff. The University seeks to attract and retain staff of the highest quality, regardless of background. The University seeks to ensure that staff members have opportunities for development and achieves their goals in the context of making a contribution to the University in ways best suited to their strengths and expertise.

The University will support researchers to be publicly spirited and have impact outside the University, and the University will increasingly be recognised for addressing major societal challenges.

Melbourne Teaching Certificate. We will also develop more systematic and tailored opportunities for professional development in areas including: induction of sessional staff and tutors; peer review of teaching; student advising; curriculum design; e-learning; assessment; feedback; and leadership for quality improvement in learning and teaching.

We will renew our Learning Management System, including a substantial upgrade of the existing system, and the systematic development of infrastructure support for Personal Learning Environments, including flexible and tailored mobile access and integrated portal functions.

Targets

The University of Melbourne has made the commitment that by 2015 we will be able to say that:

- We aim to achieve a 50:50 split between undergraduate and graduate student profiles and at least 10% of the graduate student profile should represent RHD students;
- We aim to achieve an annual increase of 10% in low SES commencements and completions in each New Generation undergraduate degree;
- We attract a more diverse range of students to undergraduate and postgraduate degrees; and
- We attract high-calibre international students both nationally and internationally.

| 2015 Target | Indicator |
|---|--|
| 2.1 Achieve on average an annual increase of 10% in low SES commencements and completions in each New Generation undergraduate degree—and hence at least a 50% increase over 2009 base by 2015. | Commencements and completions of students from low SES backgrounds. |
| 2.2 Achieve national ranking by Field of Education in national indicators of quality of teaching and learning, including CEQ Overall Satisfaction and CEQ Good Teaching scale: top five rank (undergraduate), top-ranked (graduate) by 2015. | Student satisfaction with course (national ranking). |
| 2.3 Achieve a mean of 4.0, by academic unit, in the new University measure of quality of learning and teaching based on the Subject Experience Survey. | Quality of learning and teaching (internal assessment). |
| 2.4 Achieve, by New Generation degree and Graduate School, mean percentage agreement on the MES for overall satisfaction with student services and satisfaction with student/academic advising services of 80% (70% on both measures by 2013). | Student satisfaction with support services and advice, as measured by the University's Melbourne Experience Survey (MES). |
| 2.5 Ensure the financial viability of its graduate schools through a process of systematic internal review. | Academic excellence and financial viability of graduate schools. |
| 2.6 Achieve national ranking by Field of Education in national indicators of graduate outcomes, including CEQ Generic Skills scale and GDS positive graduate outcomes, i.e. the combined percentage of those in further study or in full-time employment 4 months post graduation: top five rank (undergraduate), top-ranked (graduate) by 2015. | Graduate study and employment outcomes (national ranking). |
| 2.7 Achieve enrolments of at least 100 academic staff per year in the Graduate Certificate in University Teaching, and enrolments of 50 academic staff per semester in the Melbourne Teaching Certificate. | Number of academic staff participating in professional development programs. |
| 2.8 Achieve a diverse student population. | a) Increase participation in student mobility programs by 20%; b) Broaden the base of international enrolments beyond the current top five source countries; and c) Achieve a 50:50 split between undergraduate and graduate student enrolments. |

3. Engagement

GOAL: The University will reaffirm, demonstrate and communicate meaningful interaction with its local, regional and international communities to their mutual benefit and to further the public good.



In 2005, the Growing Esteem strategy introduced the concept of a third core strand of activity to encompass the interaction between the institution and the wider society. The challenge at the time was to become 'more accessible to non-academic communities, players, and potential partners'. Attention was focused on activities that fell under the description 'knowledge transfer', acknowledging that the University occupies a public space and is expected to contribute to intellectual, social and economic life.

The introduction of a third core strand of activity has elicited a series of challenges commensurate with such a shift in the character of the institution. Issues of definition, terminology and metrics have arisen and the University has explored these issues with an open mind since 2005. The 'knowledge transfer' label itself has come into question at Melbourne as elsewhere, given the many names used around the world to describe third-stream activity.

In *Growing Esteem 2010* we re-established the third strand as 'engagement'. Collectively, the University's partnerships outside the academic sphere and public knowledge programs beyond its award courses and advancement activities, form the basis for engagement with its local, national and global communities.

As an internationally-engaged and public-spirited institution, the University undertakes to draw on its research and teaching and learning capacity to work both within Australia and overseas with colleagues, students and partners from all sectors to meet global challenges with intelligence, ingenuity and respect. Mutuality is an important element of engagement that the University undertakes.

Internationally the University will create opportunities for its staff and students and its wider community to contribute to the development of capacity, particularly within Australia's own Asia-Pacific region. This includes responding to natural disasters and global health challenges facing less fortunate nations within our region.

The University will give priority to engaging with key international stakeholders and the global community. It seeks to pursue this through a range of bilateral partnerships and multilateral networks.

Historically, the University has a long record of interactions with the external world. Its partnerships are interactions between the University and external groups that enable the development and sharing of knowledge, consistent with the University's public-spirited character. Knowledge partnerships are intricately dependent on the University's research and learning and teaching activities, and must contribute to the achievement of the University's overall mission, and through them the University seeks to address each of its key communities, locally, regionally and nationally, through its knowledge partnerships. Its public knowledge programs are the means through which the University aims to increase access for the public to its learning and teaching, and be part of the public discourse on issues of importance for the state, the nation and the globe. As a public-spirited institution, the University will also aim to foster deeper and more focused community engagement.

An important aspect of the University's engagement is its relationship with alumni. In recent years, interactions with alumni have expanded greatly. Nevertheless, there are still many opportunities yet to be explored—as advisors on course content, through seeking and explaining shifts in political thinking, as mentors for current students and guides to prospective applicants. Alumni can continue to contribute to the research and teaching at the University, and in some cases financially assist the University to achieve its goals.

In exchange the University has much to offer its alumni. There are numerous exclusive alumni events available, programs for professional development and ongoing education, along with access to the University's knowledge base and infrastructure. In recent years the University has gained a large number of international

students as alumni. In China there is particularly strong growth, with numbers expected to exceed those of any other country within five years. This relatively new cohort of past students offers a range of potential international engagement activities that will be explored. International alumni provide a mechanism through which the University will further meet its public-spirited aspirations by contributing to global communities.

Through advancement programs the University is able to support new research on significant social problems, provide scholarships to students from a variety of backgrounds, establish chairs in specific disciplines, expand and maintain library facilities and establish new infrastructure. The University will continue to develop and expand its advancement activities with a major campaign scheduled to be launched in 2011 designed to treble the University's annual income from donations and gifts within five years. Success in advancement requires a coordinated approach to donor interactions, with the common goal of achieving the University's mission.

As an internationally-engaged and public-spirited institution, the University undertakes to draw on its research and teaching and learning capacity to work both within Australia and overseas with colleagues, students and partners from all sectors to meet global challenges with intelligence, ingenuity and respect. Mutuality is an important element of engagement that the University undertakes.

Strategies

- Embed the Engagement agenda throughout the University, with funding settled and outcomes regularly measured;
- Deliver benefits to the community through strategic partnerships, public knowledge programs and contribution to public debate on issues of public importance;

- Increase the standing and profile of the University through strategic academic alliances with highly-ranked international universities;
- Attract high-calibre staff from a diverse range of source countries; and
- Engage alumni and supporters worldwide in an array of roles and activities.

Collectively, the University's knowledge partnerships, public knowledge programs and advancement programs form the basis for engagement with the local, national and global communities. As a third strand of equal priority, engagement is focused on external aspects of the University's mission, strongly supported by research and learning and teaching.

Targets

The University of Melbourne has made the commitment that by 2015 we will be able to say that:

- Staff feel able to contribute broadly to the University of Melbourne's vision of interaction between academia and the wider society including through knowledge partnership, public programs, advancement and international activities;
- Alumni and our external community advise that they understand and feel engaged with the University's broad direction and are active participants in its fulfilment through engagement with faculties and graduate schools and our staff and students;
- Advancement income of the University of Melbourne will be three times that of 2009;
- The University will enhance its standing and profile with strategic academic alliances with leading international universities and will attract high-calibre students and staff from a diverse range of source countries; and
- The University will continue to enjoy high ratings in reputable international rankings.

| 2015 Target | Indicator |
|--|--|
| 3.1 Engagement goals will feature and be measured in the University's key performance indicators, including divisional business plans and performance targets for executive staff. | Measurement of engagement performance will be implemented at all levels of institutional planning and reporting. |
| 3.2 The University will be recognised as a contributor to public knowledge and debate of major public issues. A series of strategic partnerships with external organisations will act to the benefit of society. | Establish at least eight University-level strategic partnerships addressing issues of national significance and increase threefold the level of participation in public knowledge programs. |
| 3.3 Alumni will be actively engaged as advocates for the University, as counsel, industry liaison, student advisors and mentors as well as through alumni programs. | Increase alumni participation by 100% on the 2009 base. |
| 3.4 The University fundraising program will continue to increase the capacity of the University to support scholarships, key research activities and purpose-built facilities beyond the capacity of current funding. | Achieve a threefold increase, on the 2009 base, in the University's annual income from donations and gifts, including through maintenance of the structured stewardship program with donors. |
| 3.5 Mutually beneficial relationships with key stakeholders in government, industry, media and the community will be coordinated across the institution. | Have fully operational a stakeholder management framework that ensures major issues and projects proceed with the benefit of productive, coordinated stakeholder involvement. |
| 3.6 The University will be deeply engaged in research-led, multidisciplinary, mutually beneficial strategic alliances with well-ranked international universities. | Establish up to five strategic academic alliances with leading international universities. |
| 3.7 Improved quality and cultural diversity of staff and students. | Increase percentage of staff with international qualifications by 5%. |

Internationalisation

An international vision for the University of Melbourne

The University of Melbourne's outlook is distinctly international. We measure our performance in research, teaching and learning and engagement by international standards. Already recognised as a world class university, we aim for global excellence, relevance and impact as one of the finest universities in the world. We contribute to the store of human knowledge and to solving this century's great global challenges through research of the highest international quality. We deliver outstanding teaching and learning programmes that equip our graduates to work and to contribute as active global citizens throughout the world. Our community of talented scholars, staff and students from all cultures and continents work and learn side-by-side in a setting which values diversity and encourages cultural exchange. We will continue to participate in multilateral networks and develop mutually beneficial relationships with international partners of the highest standing to enhance our research collaboration, our students' learning and our community engagement. We will help build Melbourne as a global 'ideas capital' for the 21st century by engaging with the intellectual, cultural and educational life of the city and nation. And we aim to be acknowledged as an important contributor to capacity building, in particular in the Asia-Pacific region, through the focus and application of our research, teaching and engagement activities.

In this way, the University's international outlook is transformative, profoundly influencing its activities and its people. It is an inseparable aspect of our aspiration for global excellence in research, teaching and learning and engagement, and our mission to prepare graduates for intellectual, political, social, economic and cultural life in an increasingly interconnected world.

Research

Through the work of its community of scholars, the University seeks to be internationally recognised for research excellence in a comprehensive range of disciplines. Our research will continue to focus on addressing questions of global significance, drawing on disciplinary strength and international and interdisciplinary collaboration. We will build an increasingly diverse research community of outstanding scholars and doctoral students from around the world.

The relationships developed by our researchers lie at the heart of the University's academic partnerships and broader multilateral relationships. They are essential to our success. Built on principles of mutuality, they enhance:

- International research collaboration;
- The research environment through access to international knowledge, expertise, specialised facilities, infrastructure and funding;
- The visibility, reputation, reach and impact of the University's activities;
- Opportunities for students to build international experience and connections; and
- The University's contribution to international relations and citizen and public diplomacy.

We will invest in establishing and sustaining a diverse set of close and deep international relationships. They will be characterised by their transformative potential and their clearly defined strategic intent.

Teaching and learning

The Melbourne Model, combining broad and deep undergraduate study with specialised and professional graduate programs at Masters and PhD level, has aligned the University with the global standard for outstanding university education. Teaching, learning, assessment and course content are international in flavour, wherever possible and appropriate. Our degrees have broad global recognition and accreditation.

Our graduates are superbly qualified for international work opportunities. They are prepared for a world demanding active global citizenship, sensitivity to cultural diversity and awareness of the evolving patterns of global interconnection. Further, we aim to equip a growing proportion of our graduates to communicate across cultures, supported by high level English-language skills, and functional competence in one or more languages other than English.

We value the diversity of our student body, drawn from around Australia and 90 other countries, for its contribution to a global education. Students' learning is enriched by the 'global village' character of their classrooms and campus. We aim to attract students of the highest intellectual potential from the widest possible range of backgrounds, enrolling them based on principles of excellence, diversity, equity and sustainability.

We will enhance opportunities for student mobility, physical and virtual. We will continue to engage students in challenging international and cross-cultural experiences, at Melbourne and overseas. Through our joint teaching programs with leading institutions, we will further enrich opportunities for students and deepen scholarly connections for teachers and researchers.

Engagement

As an internationally-engaged and public spirited institution, the University undertakes to draw on its research and teaching and learning capacities to work closely with overseas colleagues, students and partners from all sectors (including universities, government, NGOs and corporations) to meet global challenges with intelligence, ingenuity and respect. Our international engagement operates on the principle of mutuality.

In particular, we will create collaborative opportunities for our staff and students and wider community to contribute to capacity development, particularly in the Asia-Pacific region.

We will also build on the large and growing population of Melbourne graduates around the world, for the benefit of alumni and their communities. We will seek to widen alumni participation in events and will expand opportunities for deeper connections, encouraging alumni to participate as advisers and advocates for the University, industry liaison agents, student advisors and mentors.

We will effectively communicate our commitment to engagement to key international stakeholders: alumni, families of students, professional and academic groups and the global community at large.

Accordingly, while remaining a University with a strong sense of place, centred on the historic Parkville campus of inner Melbourne and committed to a public-spirited role as a Victorian and Australian institution, the University of Melbourne will continue to extend and develop its international outlook, committed to global excellence, relevance and impact.

Enablers

For the University to realise the ambitions of the refined Growing Esteem strategy, it needs people who share that vision and can achieve the actions required. We are fortunate to have talented staff who embrace the complexity of administering an institution like Melbourne, working with the challenges and opportunities to achieve the University's goals.

To become one of the finest universities in the world, the University requires an internal discipline of systematic evaluation and a willingness to move resources in response to performance and potential. If the University is to stand with the finest, this must be true of every program and academic unit, and be tested regularly.

The University's enterprise systems and administrative processes must support each stream of academic work. For cross-disciplinary and engagement efforts to succeed, budgets and policies will need to be more transparent to staff and more visible to potential partners, sponsors and beneficiaries. Additionally, appropriate financial considerations will be built into all key strategic and operational developments and decisions.

An increasing shift toward graduate programs will require modifications to

admissions policy, timetabling, capital infrastructure and online access to course materials. The University needs to offer scholarships to the brightest local and international students, regardless of personal circumstances, with policies for selection that address need and circumstance. These financial and administrative challenges will have to be managed carefully if the overall strategy is to prevail.

To become one of the finest universities in the world relies on the University attracting and retaining the best staff. Recruitment must be linked closely with a strategy to obtain an ideal staff profile for achieving the University's goals. Long term objectives will be required to manage the effects of an ageing academic workforce, in addition to retaining institutional knowledge. Effective performance management provides the institution with a mechanism to both monitor and reward staff performance, addressing gaps where they exist, and providing career pathway options for all staff. There is much work to be undertaken on the staff classification system, with the ultimate goal of ensuring all staff feel valued and encouraged to contribute to their full potential.



The University of Melbourne Reconciliation Action Plan (RAP)

Melbourne has an important contribution to make in securing a significant increase in the number of Indigenous Australians with higher education degrees. Indigenous graduates can contribute significantly to a transformed Aboriginal and Torres Strait Islander future through their service for and advocacy of Indigenous advancement and reform from within their professions; through the leadership roles they can play with Australian society and through their role in Indigenous economic and cultural development.

The University of Melbourne Reconciliation Action Plan (RAP), aligned to the method and framework developed by Reconciliation Australia, sets out how this contribution is to be effected. The RAP sets out the values and priorities that the University will adopt, including the pursuit of strong and positive relationships, respect for the special contribution of Aboriginal & Torres Strait Islander peoples and working together to ensure all Australians have the same life opportunities.

The key principles that underpin the RAP are:

- The RAP is a manifestation of a University-wide commitment which must be aligned with existing accountability structures;

- The activities in the RAP build and extend on core business activities; and
- The implementation of the RAP will be, as much as possible, integrated through the University planning cycle.

Within these broad categories we commit to take concerted action in six focus areas:

- Partnerships with Aboriginal and Torres Strait Islander Communities;
- Cultural Recognition;
- Aboriginal and Torres Strait Islander Student Recruitment and Retention;
- Teaching and Learning;
- Research; and
- Aboriginal and Torres Strait Islander Staff Employment.

In implementing the RAP over the period to 2015, the University will:

- Develop faculty and divisional Indigenous Employment Plans;
- Collaborate with community partners in the Goulburn Valley to establish the Kaiela Institute;
- Review and develop the "Extended

BA Program" model for two other new generation degrees;

- Establish targets for Aboriginal and Torres Strait Islander students in new generation degrees;
- Enhance recruitment strategies opportunities for Aboriginal and Torres Strait Islander students in graduate professional degrees;
- Establish targets for Aboriginal and Torres Strait Islander students enrolled in new generation degrees; and
- Support RHD students in Indigenous Studies.

4. Our People

GOAL: To have a talented and diverse workforce sharing a common vision, and whose skills and knowledge equip them to achieve the University's goal of being one of the finest universities in the world.

The University seeks to lead through research, to educate for excellence and to connect and contribute through engagement. For Melbourne to realise these ambitions it needs people who share this vision and can achieve the actions required. The likely future environment highlights the need for the University to increase its focus on performance and productivity and ensure that each staff member achieves their goals and contributes to the University in the way best suited to their strengths and expertise. This will require a strong alignment between individual goals and University objectives, as well as a different approach to developing and managing performance. Changes must be introduced in ways which protect and preserve fundamental values such as meritocracy, collegiality and academic freedom.

The University is implementing a new Human Resources Policy Framework which enunciates four key areas of strategic focus for the next three years. By 2015 we will have in place a comprehensive People and Organisation Strategy which expands on these four key areas of focus.

Strategies

Building workforce flexibility.

The University is committed to building the flexibility of its workforce, providing improved opportunities to staff and having the capacity to more rapidly adjust staffing and direct effort to priority areas. To achieve this we will review and update the classification structures for both academic and professional staff and provide access to diverse and productive career paths, in particular for our early career academic staff.

These reforms will enable us to:

- Better attract high performing academic and professional staff;
- Retain high performing academic and professional staff, including those who are at the top of their classification levels;
- Appropriately identify academic staff by the main type of work they are performing;
- Encourage closer interaction and collaboration between academic and professional staff;
- Improve job security for early career academics;
- Address the casualisation of our academic workforce; and
- Link rewards more closely to performance.

Attracting and retaining the best fit, highest quality staff.

The University must attract the highest quality applicants to positions and ensure that selection decisions are made on a fair and objective basis. The University will focus on developing and recruiting change-adept and flexible academic and professional staff; improving its planning to identify future workforce requirements; supporting the further diversity of our workforce; increasing the representation of women in senior roles and increasing participation of other under-represented groups.

We will invest more effort in accurate forecasting and reporting of our future workforce requirements and in succession planning to ensure well trained, broadly experienced and well-motivated people are ready and able to step into key positions as needed.

Aligning performance of individuals with the strategic directions of the University.

The University will improve its performance management processes and seek to better integrate performance, confirmation and promotion expectations for academic and professional staff. To achieve this we will refine our performance development framework so that it is streamlined and simple and more closely aligned with business plans and University goals.

We recognise that senior managers require a higher level of support and skills to address difficult performance issues. Appropriate training, development and advice will be provided to ensure that the University develops a new Performance Development Framework (PDF) that supports a fair, firm, timely and more consistent approach to assessing performance and, where appropriate, dealing with poor performance. In turn this will enable good performers to be recognised, rewarded and encouraged to develop further.

Investing in our staff.

The University must continue to invest in its staff and develop its senior management group so that they can lead and manage effectively. We consider that effective leadership is vitally important to the achievement of our goals and has a strong impact on staff engagement and satisfaction.

We will clarify expectations of our leaders and managers and seek to develop a broader skill set amongst staff to manage complex people matters. This will incorporate greater levels of mentoring and coaching and strengthen the link between theory and practice in the delivery of leadership and management programs.

Targets

By 2015 the University will have achieved an improvement in the quality of its workforce and its employment practices. This will be measured by:

- Having one of the highest staff satisfaction ratings within the Group of Eight;
- Having an academic workforce sustainable in number and quality and outstanding in its achievement;
- Demonstrating increased diversity in the staff profile, including the percentage of women in senior roles; and
- Demonstrating effective performance management.

| 2015 Target | Indicator |
|--|---|
| 4.1 One of the highest staff satisfaction ratings within the Group of Eight. | Staff satisfaction recorded in the University's climate survey compared with Go8 competitors. |
| 4.2 Demonstrated increased diversity in the staff profile. | 1) Improvement in the percentage of women in senior academic and professional roles; and 2) Demonstrated progress towards achieving gender pay equity. |
| 4.3 Categorisation of the academic workforce which recognises the range of academic careers and the strengths of academic staff members. | 1) Academic staff profile by work-focus category which aligns with performance targets for teaching and research; 2) Increase in percentage of academic staff reported as outstanding in the new PDF; and 3) Percentage of staff classified as research active exceeds 90%. * |

*This target correlates to 3.5 in the Research and Research Training section of this plan.

5. Leadership and Management

GOAL: To achieve organisational and operational effectiveness through high quality leadership and management.

The success of the Melbourne vision is highly dependent on the effectiveness of our leadership and management. Leadership and management are the processes of planning, organising, guiding and controlling all aspects of the University's activities and operations in order to achieve our objectives. Effective leadership and management often results in success, while ineffective leadership and management often results in failure. We seek to foster a culture based on accountability, performance, continuous improvement and innovation, which acknowledges and rewards those who lead, manage and contribute successfully. The University encourages evidence based, informed and flexible decision making. It sees this as a cornerstone of effective leadership and management and the sustainability of the University in a challenging and dynamic environment. We strive to harness the

We seek to foster a culture based on accountability, performance, continuous improvement and innovation, which acknowledges and rewards those who lead, manage and contribute successfully.

expertise of academic and professional leaders, managers and staff, working in partnership to realise the University's aspirations.

Strategies

Responsible Division Management.

A single organising principle, based on the principle of subsidiarity, has been adopted as the University's management model. Subsidiarity means that decisions should be taken as close as possible to where core business activities are undertaken, services are delivered and people affected. Within the University this model is known as 'Responsible Division Management' (RDM).

RDM aligns accountability, decision making, activities and services closer to the core operating businesses of the University to encourage greater responsiveness, flexibility and innovation, and to improve overall capacity to respond to revenue generating opportunities and manage costs more effectively.

Closely associated with RDM is the need to continue to ensure the efficient, effective and coordinated delivery of professional services across the University through the application of professional practice leadership and a commitment to strategic approaches to administrative cost containment.

Effective planning.

The University maintains a systematic approach to strategic and operational planning whereby core business objectives align with the Melbourne vision. Such planning must also anticipate and proactively address significant changes in the external and internal environments in which the University operates. This is managed and monitored through the University's planning and accountability framework and cycle, *Ensuring Accountability*.

Evidence based, informed decision making.

The increasingly complex operating environment and highly devolved management model chosen for the University places a high premium on the provision of accurate, up to date and commonly accepted information to inform decision making and monitor performance.

Appropriate financial and non-financial factors will be explicitly considered in all key decisions within the University. Rigorous business and financial planning and project management will be essential accompaniments to all major new initiatives.



Strategic risk management.

Strategic risk management is an integral part of effective leadership and management and critical to the achievement of strategic and operational goals. Identifying and managing risk are core responsibilities of all managers within faculties, graduate schools and administrative divisions and must be embedded in the annual planning process.

University management will at all times seek to ensure Council and its committees are well supported in the exercise of their governance accountabilities in relation to risk management.

Performance based culture.

The University seeks to embed a performance-based culture that requires a systematic review of strategies and policies to attract, retain and reward high-quality academic and professional leaders, managers and staff. This is supported by a commitment to continuous improvement, measured by appropriate benchmarking with relevant organisations. At the institutional level the process and schedule for handling this is set out in *Ensuring Accountability*.



Targets

By 2015 the University will have high-quality leadership and management demonstrated by:

- Transparent, efficient and effective policies and processes which are consistent with the University's organisational philosophy of subsidiarity, supported by outstanding practice leadership in all professional areas and evidence of a coordinated and collaborative approach to administration across divisional boundaries;
- Rigorous business and financial plans, supported by appropriate due diligence for all major new initiatives;
- Best practice risk management practices;
- Effective management information and enabling enterprise systems to facilitate informed evidence-based decision making and business activity; and
- High levels of satisfaction with the delivery of administrative services and programs.

| 2015 Target | Indicator |
|--|---|
| 5.1 Efficient and effective policies and processes reflecting the University's organisational philosophy of subsidiarity, and outstanding practice leadership in all professional areas. | High level of Council, Council committee and Senior Executive satisfaction with effectiveness and efficiency of the RDM management model. |
| 5.2 Rigorous business and financial planning applying to all key aspects of operations. | Budget divisions to demonstrate that their strategic performance is underpinned by embedded business planning and all major projects to be validated by rigorous business planning and professional project management. |
| 5.3 Improved level of satisfaction with perceptions of University leadership and the delivery of administrative services. | Improving year-on-year results in staff climate surveys and satisfaction with University services surveys. |

6. Financial Sustainability

GOAL: To safeguard and strengthen the University's long-term financial capability that supports attainment of Melbourne's aspiration to be one of the finest universities in the world.

Events of recent years have seen a fundamental shift in both the financial environment in which the University operates and the financial management responses now required. Given this, finance is now a key driver of both strategy and operations as the University must learn to 'live within its means'.

Relative to others within the sector, the University currently enjoys a robust financial base but needs to strengthen it in order both to provide the resources necessary to meet core operational objectives and satisfy external obligations, and to allow for continuing investment in strategic priorities related to fulfilment of the Melbourne vision.

Strategies

Financial management.

The University is committed to prudent, responsible and sustainable financial management. Financial considerations will be built in to all key decision making and there will be rigorous business and financial planning analysis and assessment of all major initiatives in accordance with commercial best practice. Accountability for

Innovation and diversification will be encouraged while ensuring alignment with the Melbourne vision.

financial performance will be applied and outstanding outcomes rewarded. This will be supported by fit-for-purpose, meaningful financial and management information, plan-led and transparent budgeting, and an embedded culture of business process improvement to ensure efficiency and effectiveness across the University.

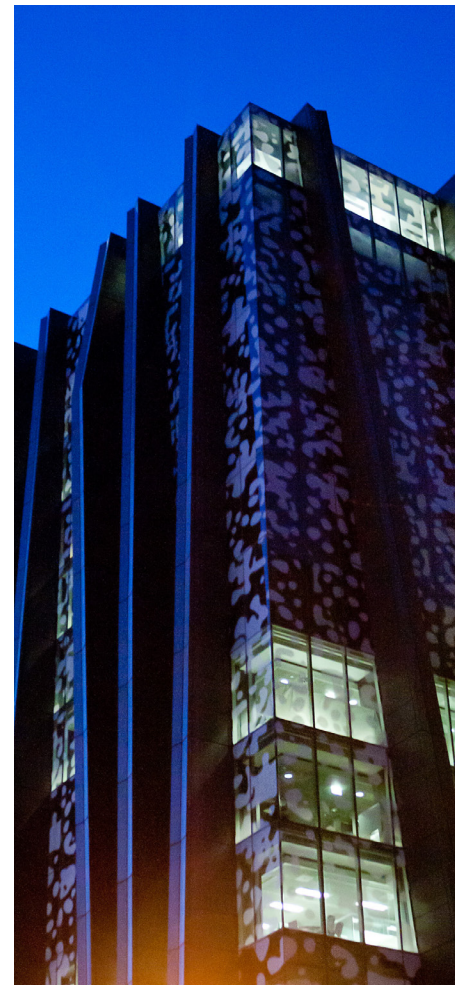
Revenue.

The University will seek to optimise revenue from existing programs and develop new sustainable revenue streams from new or expanded activities. Innovation and diversification will be encouraged while ensuring alignment with the Melbourne vision.

Increasingly the University must benchmark its resourcing capability with that of international universities with which it seeks to compare itself in terms of research and learning and teaching performance. This only serves to underscore the need for priority to be given to strategic, sustainable and diversified revenue growth.

Expenditure.

The University will ensure that expenditure is aligned to strategic goals and that growth in expenditure is, at minimum, matched by increases in revenue. There will be an increased focus on managing operating activities within funds so generated and a continuation of strategic cost management programs and associated administrative reform and simplification.



Targets

By 2015 the University will have achieved an improvement in the quality of its financial management and budgeting. This will be measured by:

- Attaining at least \$100 million in real terms from additional sustainable revenue sources;
- Achieving \$50 million per annum in sustainable savings through strategic cost containment initiatives across administrative activities;
- Achieving budget targets at University and divisional levels including improved underlying operating performance and gross margins, and reduced cross subsidies;
- At a minimum maintaining the value of the investment portfolio in real terms and exceeding industry benchmarks for investment returns; and
- Generating increased cash flow surpluses from operations for investment in strategic priorities and major University projects.

| 2015 Target | Indicator |
|--|---|
| 6.1 Develop additional sustainable revenue sources. | Attained additional revenue of at least \$100 million in real terms from new sources. |
| 6.2 Successfully implement agreed and new strategic cost containment initiatives across administrative activities. | At least \$50 million per annum in sustainable administrative cost savings achieved. |
| 6.3 Generate increased cash flow surpluses from operations for investment in strategic priorities and major University projects. | 1) Year on year increases achieved in net cash generated from operations; and 2) Annual revenue, expenditure, gross margin and underlying operating result targets achieved at University and divisional levels. |

7. Infrastructure and Systems

GOAL: To have world-class infrastructure, facilities and equipment supporting the University's strategic ambitions for learning, research and engagement.

The University must continue to improve its facilities and information technology to world-class standards so that by 2015 staff and students will have an employment and educational experience that is at least equal in quality to that at other leading comprehensive research institutions. We wish the campuses of the University and its information and communications technology to be recognised as world class.

Infrastructure and enterprise systems will also support evidence-based decision making in the University and contribute to efficiencies in the University's administrative operations. These systems will be commensurate to what can be expected at an internationally recognised research-intensive university.

The University's property portfolio is valued in excess of \$2.5 billion with more than 400 buildings on six main campuses as well as other urban and regional locations. The campuses are used by 36,000 equivalent full-time students and 7,500 staff, and the development and maintenance of the property holdings is a vital component of the University achieving its aspirations.

Following the development of University Square and Bio21 at the start of the decade there was a slight pause in construction activity. Since the commencement of 'The Spot' in 2007, the University has entered its most extensive program of building works ever, with the value of projects recently completed, in progress or in design, well in excess of half a billion dollars. These projects are increasingly being undertaken in association with external research and training partners and are aimed at encouraging multi-disciplinary activity.

Strategies

Building and maintaining a world class campus.

The University will construct and maintain its capital facilities based on sound business cases, build to well-defined and consistent standards and maintain its property holdings in good condition. It will develop initiatives that will create an inviting environment for the broader community to share the experience of the campus and its activities. The University will encourage innovative design and architectural quality in any new buildings it constructs and ensure that they are sustainable and qualify for at least 5-star green design ratings. Acknowledging the responsibility it has for a number of Melbourne's significant historical buildings, the University will also ensure that heritage considerations are taken into account and significant historical buildings are restored and maintained to maximise amenity for the University community while preserving, as far



as possible, the historic architecture of the City of Melbourne.

Improving the student experience.

The University will continue to invest in technologically enabled collaborative learning spaces as demonstrated in the Graduate Schools projects particularly with the overall number of graduate students moving to equal those of undergraduate students. A quality cohort experience will be provided through clustering the various discipline areas into precincts and providing facilities such as student centres and common rooms to increase student engagement with their peers. These learning spaces will be supported by innovative ICT solutions which are reliable and available to students on an extended-hours basis. The University will also continue to enhance campus amenity by upgrading recreation and sporting facilities, further improving access for persons with disabilities and the development of a more active and cosmopolitan life for our campuses.

Supporting research aspirations.

The University strives to hold top rank in all national indicators of research excellence and impact and to lead Australia in RHD recruitment and outcomes. Key to meeting these goals will be enabling cross-disciplinary approaches to research through investment in technological and facility solutions that foster interaction and collaboration. The Melbourne Brain Centre, Peter Doherty Institute, the Centre for Neural Engineering and Carlton Connect, all due to be completed over the next five years,

The University has entered its most extensive program of building works ever, with the value of projects recently completed, in progress or in design, well in excess of half a billion dollars.

will contribute to the achievement of these goals. Key IT projects related to collaborative and eResearch solutions will also be central to the achievement of the desired research outcomes. The University will work to develop a stronger focus on research activity at its smaller and rural campuses, with Green Roof experimental stations and Dookie 21 key projects to be developed over the next three years.

Developing ICT infrastructure, campus core networks and enterprise systems to support current and future activity.

The University will have infrastructure for research that is amongst the best in Australia and globally and will contribute to the development of national collaborative research platforms. We will deliver personal

learning environments to support a distinctive Melbourne experience for students and staff and our enterprise and local systems will enable increased administrative efficiency and effectiveness. Our ICT services will be responsive to the needs of our students and staff and will have the capability to respond to challenges with agility and an innovative approach to solving problems.

Efficient, 'value for money' and fit-for-purpose infrastructure management.

The University will aim to plan, build, operate and maintain the campus environments in a transparent, customer-centric manner and will be able to demonstrate value for money and high-quality performance to internal client groups receiving these services.



Targets

By 2015 the University will have improved infrastructure, facilities and equipment by:

- Providing excellent graduate and undergraduate learning spaces and facilities for all research students;
- Managing all capital projects on time and within budget;
- Updating the University Master Plan for Parkville and other University campuses incorporating development of precincts;
- Ensuring master plans incorporate business plans for all University campuses;
- Improving space utilisation;
- Completing enterprise systems upgrades for students, finance and human resources; and
- Achieving first stages of the Information Futures strategy.

| 2015 Target | Indicator |
|--|---|
| 7.1 Providing excellent graduate and undergraduate learning spaces and facilities for all research students. | Improved levels of student and staff satisfaction with the University's facilities and infrastructure. |
| 7.2 All capital projects to be validated as fit-for-purpose, on time and within budget. | University and Government funding agencies milestones met for each project. |
| 7.3 Having effective management information and enabling enterprise systems to facilitate informed evidence-based decision making and business activity. | Successful implementation of meaningful management reporting and the Themis Improvement Project completed on time and within budget by end of 2012. |

8. Environmental Sustainability

GOAL: To achieve substantial reductions to the University's environmental impact and to be recognised as an industry leader in environmental sustainability.

Environmental sustainability is one of the great global challenges facing society today. As a public-spirited university, Melbourne is committed to promoting sustainability through its research and education programs.

Operationally, the University is taking significant steps to substantially reduce its environmental impact and has set a target to achieve carbon neutrality by 2030.

From the base line year of 2006 the University has implemented an environmental sustainability strategy for its operations that has achieved:

- 24% reduction in energy usage per GJ/m² GFA;
- 49% reduction in net energy related carbon emissions per Kg/m² GFA;
- 38% reduction in water usage per KL/m² GFA;
- 41% recycling of waste; and
- Development of a Green IT program.

By 2015 the University will make further substantial reductions in its environmental impact to establish itself as a model of sustainability and be on target to achieve carbon neutrality by 2030.

As a signatory to the 'Talloires Declaration', the University is continuing to embed environmental sustainability into its research, learning and teaching, engagement and operational activities. The establishment of the Sustainability Forum in 2010 is aimed at providing faculties and other budget divisions with a focus for developing and participating in University-wide initiatives to capture and record sustainability activities as

a fundamental part of the University's future directions.

The University has adopted an Environmental Sustainability Strategic Plan 2011–2015 to ensure progress towards meeting its key goal of carbon neutrality by 2030.

Strategies

Reducing energy consumption.

The University will continue to pursue energy reduction initiatives through ensuring 5-star Green Star ratings are achieved for new buildings, planning for more sustainable infrastructure to upgrade heating and cooling plants, implementing energy efficiency programs and the Green IT program.

Reducing carbon emissions.

The University will develop a complete carbon inventory and maintain and report its Scope 1 and 2 emissions as required by legislation. By reducing energy consumption, moving to more sustainable infrastructure solutions and continuing to purchase green energy and offsets, the University will continue to progressively reduce its carbon emissions.

Reducing water consumption.

The University will continue to reduce water consumption through pursuing opportunities to capture storm water and recycle water for non-potable use.

Increasing recycling of waste.

The University will seek opportunities to reduce the overall amount of waste generated and to increase the proportion of waste sent for recycling.

Implement the Green IT program.

The University will seek to minimise power consumption of IT equipment and utilise green IT solutions wherever possible in procurement and minimise (or offset the consumption of carbon associated with) the use of travel.

Embed environmental sustainability in the research, teaching and learning and engagement activities of the University.

The University Sustainability Forum will develop a reporting process to document the increasing sustainability activities within the University's academic programs, research and engagement activities.

Environmental sustainability is one of the great global challenges facing society today. As a public-spirited university, Melbourne is committed to promoting sustainability through its research and education programs. Operationally, the University is taking significant steps to substantially reduce its environmental impact and has set a target to achieve carbon neutrality by 2030.

Targets

By 2015 the University will lead the Group of Eight in reducing emissions and meet Council targets for energy and water consumption.

| 2015 Target | Indicator |
|---|--|
| 8.1 Reduce energy usage, carbon emissions and water consumption by 2015. | 1. 33% reduction on 2006 baseline energy consumption to 0.6 GJ/m ² ; 2. 50% reduction on 2006 baseline carbon emissions to 106KgCO ₂ -e/m ² ; and 3. 20% reduction in annual water consumption to 395 ML per annum. |
| 8.2 Increase percentage of waste by volume diverted to recycling. | 50% of waste diverted to recycling |
| 8.3 Exceed best practice in the construction of new buildings ensuring environmental sustainability. | All new buildings to achieve at best a 5 Star Green Star design rating. |

The Accountability Framework

A formal framework sets out the processes which the University has adopted to monitor success in achieving strategic goals and discharging its responsibilities to those to whom it is accountable. Termed Ensuring Accountability, the framework provides for annual interlocking cycles of planning and budgeting, reporting and quality assurance. The framework also incorporates a systematic approach to evaluation and continuous improvement, both of which contribute to sustaining the attainment of the Melbourne vision of becoming one of the finest universities in the world.

Ensuring Accountability is designed to ensure that at university, faculty and divisional levels targets are met and various obligations are properly satisfied in a cost-effective, timely and coordinated manner.

The following principles guide the operation of *Ensuring Accountability*:

- All external reporting obligations are discharged through University Council on the basis of specific Council delegations;
- Except at the level of Council and Academic Board and their respective committees, responsibility and accountability rest finally with a designated individual, never with a committee;
- As far as practicable, responsibility is aligned with accountability and decision

rights devolved to the level best able to determine the means of implementation to achieve successful and efficient outcomes (the 'subsidiarity' principle);

- All staff with management responsibilities work to clear operational goals, performance expectation and reporting obligations;
- All formal reporting requirements are coordinated solely through the Office of the Senior Vice-Principal, so as to avoid duplication in the preparation and collection of information;
- Substantial business decisions are taken only on the basis of rigorous business planning informed by detailed risk assessments and independent expert review; and
- At all levels of the University, those exercising accountabilities are expected to display a strong commitment to continuous improvement and strategic risk management.

Key elements of *Ensuring Accountability* include:

- A systematic approach to planning that translates University-level goals and strategy into triple helix program statements and operational targets encapsulated in detailed faculty, graduate school and other divisional business planning;

- The alignment of senior officers' performance expectations with University and divisional targets through explicit key performance indicators;
- A commitment to plan-driven and incentive-based budgeting through the collegial process that leads to formulation of the annual budget and forward estimates, including the rolling ten-year infrastructure program and annual capital plan;
- Rigorous review of divisional strategy and performance against plan through the annual Strategic Performance Reviews overseen by the Vice-Chancellor, Provost, Deputy Vice-Chancellors and Senior Vice-Principal;
- A systematic approach to evaluation, reporting and quality assurance that promotes both effectiveness and efficiency and avoids unnecessary duplication;
- Clearly defined governance roles for Council and its committees in each part of the accountability process; and
- A strong emphasis on strategic risk identification and management and assignment of accountability for risk minimisation.

The complete accountability framework, *Ensuring Accountability* is available at: www.unimelb.edu.au/publications/accountability

The following diagram summarises the core elements contained in *Ensuring Accountability*:



Ensuring Accountability Cycle: Key Dates

| Date | Activity | Responsibility |
|------------------|--|--|
| January | End of Year Finance Report | Finance and Planning |
| February | Deans and Heads Conference | OVC |
| | University Plan, Triple Helix Strategic and Enabler statements confirmed | SVP Division |
| | Review of University Strategic Risks | Senior Executive |
| | Council Planning Conference and strategy review | Chancellor/ University Secretary |
| March | Business Planning Parameters issued to faculties and divisions | Finance and Planning |
| | Annual Report and Accounts sign-off | Finance and Audit and Risk Committees, Council |
| | Review of Annual Performance | Council |
| April | Q1 Finance Report | Finance and Planning |
| | Update of strategic risk assessment | Audit and Risk Committee |
| | Student Profile: Targets agreed | SVP and faculties/graduate schools |
| May | Divisional Business Plans submitted | All budget divisions |
| June | Strategy Performance Review (SPR) Meetings | OVC/SVP/faculties and graduate schools |
| | Budget input data prepared and reviewed | Finance and Planning |
| July | Q2 Finance Report | Finance and Planning |
| | Budget Releases 1.0 and 2.0 | Finance and Planning |
| August | Planning and Budget Conference | All budget divisions |
| | Update of strategic risk assessment | Audit and Risk Committee |
| | Budget Release 3.0 | Finance and Planning |
| September | Budget Release 4.0 (Final) | Finance and Planning |
| | Updated Business Plans resubmitted | All budget divisions |
| | Budget and infrastructure program sign-off | Senior Executive |
| October | Q3 Finance Report | Finance and Planning |
| | Budget and infrastructure program sign off | Finance Committee |
| November | Budget and forward estimates including infrastructure program approved | Council |
| | Summary review of strategic issues and future initiatives | Senior Executive |
| | Preparation and update of Mission-based Compact for Commonwealth | Senior Vice Principal |
| December | Space Census | Property and Campus Services |
| | Update of strategic risk assessment | Audit and Risk Committee |

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