

THE UNIVERSITY OF MELBOURNE STRATEGIC PLAN 2015–2020 GROWING ESTEEM



THE UNIVERSITY OF
MELBOURNE



Vice-Chancellor's Introduction

The University of Melbourne will provide current and future generations with education and research equal to the best in the world.

Education is an act of faith in the future, a commitment to sharing knowledge with those who follow. Through education we advance knowledge and add value to people's lives, along with the expertise and skills to make a better world.

The character of the University is defined by its research: brilliant, innovative and inspiring. The University of Melbourne is home to some of the best thinkers in the world. They are adding to the stock of human knowledge and addressing the major social, economic and environmental challenges of our time.

Engagement connects our learning and research work with communities, helping us to achieve academic aspirations and create economic, social and cultural value. Engagement is a vow to relevance, connections and public-spirited actions.

Those who founded the University of Melbourne in 1853 selected an unexpected motto – *postera crescam laude*. The Latin is drawn from a poem by Horace, written around 23 BCE, and captures the University's aspiration to grow in the esteem of future generations. Time, wind and rain may tarnish bronze and level cities, but a great poem will endure, carrying forward always the fame of its author.

That is, ideas endure even as the outward form of civilisation changes. The essence of a university is its mission to develop and share knowledge. This finds expression in many institutions, none identical but all animated by the same mission to serve humanity.

In its long journey, the University of Melbourne has changed much yet largely endured. Our oldest

buildings survive alongside more recent examples of sustainable design. The student body is more numerous and more diverse than the first cohort, but study for much the same reasons. The curriculum has broadened, research has become central and engagement proved a recent addition to the mission. However, all are recognisable in the practices of earlier generations.

No strategic plan can safeguard a university against a completely altered world. The Rome beloved by Horace is no longer. Yet its culture endures, its language taught still, and students at Melbourne read and translate afresh Horace Book 3, Ode 30, *Exegi monumentum aere perennius*, or 'The Poet's Immortal Fame.'

Technology, the economy, sustainability and other new needs will shift how a university speaks to the world but the mission and purpose of this university will abide long after its present form slips away.

We can only plan with modesty, knowing the immeasurable succession of years will change everything. Yet plan we must, lest others decide for us. We inherit the vision of those who went before, the energy of those now on campus, and the great privilege of making our own choices about how the University of Melbourne can grow in the imagination of the generations to follow.

Glyn Davis
Vice-Chancellor
June 2015

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EXEGI MONUMENTUM

The Odes of Horace Book III, 30

*Exegi monumentum aere perennius
regalique situ pyramidum altius,
quod non imber edax, non Aquilo inpotens
possit diruere aut innumerabilis
annorum series et fuga temporum.
Non omnis moriar multaue pars mei
vitabit Libitinam: usque ego postera
crescam laude recens, dum Capitolium
scandet cum tacita virgine pontifex.
Dicar, qua violens obstrepit Aufidus
et qua pauper aquae Daunus agrestium
regnavit populorum, ex humili potens
princeps Aeolium carmen ad Italos
deduxisse modos. Sume superbiam
quaesitam meritis et mihi Delphica
lauro cinge volens, Melpomene, comam.*

THE POET'S MONUMENT

I have finished a monument more lasting than bronze, more lofty than the regal structure of the pyramids, one which neither corroding rain nor the ungovernable North Wind can ever destroy, nor the countless series of the years, nor the flight of time.

I shall not wholly die, and a large part of me will elude the Goddess of Death. I shall continue to grow, fresh with the praise of posterity, as long as the priest climbs the Capitol with the silent virgin. I shall be spoken of where the violent Aufidus thunders and where Daunus, short of water, ruled over a country people, as one who, rising from a lowly state to a position of power, was the first to bring Aeolian verse to the tunes of Italy.

Take the pride, Melpomene, that you have so well earned, and, if you would be so kind, surround my hair with Delphic bay.

From *Horace: Odes and Epodes*, edited and translated by Niall Rudd (Harvard University Press 2004)

THE MELBOURNE VISION

The University of Melbourne remains committed to being one of the finest universities in the world, contributing to society in ways that enrich and transform lives. We will know we have been successful in our aspirations if, by 2020, the University of Melbourne is:

1. the Australian university of choice for the most talented students and scholars worldwide;
2. consistently ranked among the top 40 universities globally;
3. known for its service to the nation, recognising the responsibilities that follow national higher education leadership;
4. renowned for delivering learning and teaching programs that transform talented students into thoughtful and accomplished graduates;
5. known for research and impact, underpinned by a comprehensive and world-leading discipline base;
6. achieving student satisfaction and graduate outcomes comparable to the best universities in the world;
7. providing opportunities for students from all cultures and all backgrounds to successfully participate in the educational, cultural and social life of the University;
8. fully engaged in the life, culture and aspirations of Melbourne and the regions we serve;
9. deeply connected with business, government and community, with precincts a key means of engaging with partners to leverage research and teaching strengths; and
10. recognised as a leader in embedding sustainability in all aspects of the University's operations, teaching and learning, research and engagement.

CHAPTER 1

THE STORY SO FAR

In 2005 the *Growing Esteem* strategy envisaged the University of Melbourne by 2015 as the leading university in the nation, with world-renowned research, a distinctive and graduate-focused teaching profile and a strengthened sense of connection to its many communities. The mission was expressed as the 'Triple Helix' of research, learning and teaching and knowledge transfer.

The University has largely achieved these aims. Melbourne has affirmed its position as the number one university in Australia, and remains among the fastest-rising research universities in the world's top 100, according to the Academic Ranking of World Universities (ARWU). It is counted among the best universities in the world – 33 by the Times Higher Education (THE) and 32 by the US News & World Report rankings.

More than 160 years of excellence in teaching, research and engagement contribute to Melbourne's standing. *Growing Esteem 2005* led to the introduction of the Melbourne Curriculum – six broad undergraduate programs followed by professional qualifications offered at Masters level. The University is now the leading educator of graduate students in the nation, with undergraduate and graduate professional learning that matches the best in the world. This generational reform has reshaped learning and teaching on campus, and influenced developments at universities elsewhere in Australia, Asia and Europe.

Curriculum change was supported by a new student services delivery approach and the adoption of a devolved business operating model known as Responsible Division Management (RDM). This has

subsequently been refined as the Melbourne Operating Model, supporting a sustainable future for the University.

Growing Esteem 2010 confirmed the University's aspiration to be counted among the finest in the world, and identified the need for an in-depth review of research strategy. The results were adopted in late 2012 as *Research at Melbourne: Ensuring Excellence and Impact to 2025*. The strategy reinforced the imperative of excellence in research, underpinned by significant investment in research leaders and research facilities.

Growing Esteem 2010 also signalled further thinking around the Engagement strand of the Triple Helix. Originally described as 'Knowledge Transfer', the importance of engagement in enriching and shaping research and teaching was affirmed, along with its importance to a public-spirited university. This invited expansion of the engagement mission, including a focus on industry engagement, so that research, student internships, mixed use planning on and around campus, and greater dialogue between 'town' and 'gown' all find expression in the institutional mission.

More recently, the University launched an ambitious fundraising campaign to support ground-breaking research and education. The Campaign aims to raise \$500 million by 2017, and the University is tracking well to achieve this goal. The Campaign connects the University to alumni and advocates around the world.

The engagement strategy is maturing. This is reflected in partnerships developed through Carlton Connect, the Victorian Life Sciences Computation Initiative, the

'GROWING ESTEEM 2015 DOES NOT SEEK TO... REVISIT RECENT REFORMS. THE TASK NOW IS TO REALISE FULLY THE VISION, WHILE ADJUSTING ELEMENTS OF THE PLAN IN RESPONSE TO NATIONAL AND GLOBAL CHANGE AND INCREASING DEMAND FOR THE RESEARCH AND EDUCATION WE OFFER.'

Peter Doherty Institute, the Melbourne School of Government, the Melbourne Graduate School of Education and the Melbourne Research Institutes, with IBM, CSL and with the hospitals and superb medical research institutions found in the Biomedical Precinct.

Growing Esteem 2005 and *Growing Esteem 2010* set a strategic agenda now incorporated into all University activities. *Growing Esteem 2015–2020* does not seek to rewrite that strategy or to revisit recent reforms. The task now is to realise fully the vision, while adjusting elements of the plan in response to national and global change and increasing demand for the research and education we offer.

All of Melbourne's actions must contribute to a self-reinforcing circle of excellence. *Growing Esteem 2015–2020* embeds the principles of sustainability in our work, and frames ambitious aspirations for teaching, learning and the student experience, and for research which is globally recognised for its quality and impact. The means for achieving these goals include the development of the University's academic and professional staff, and the capabilities needed to support a modern, world-class university. They also require a commitment to ongoing financial sustainability and an ambitious infrastructure program which will reshape the campus and our contribution to the communities with which we engage.

Growing Esteem 2015–2020 also develops further the concept of engagement as the lens through which we view all of our activities. Engagement becomes the platform for the University's social compact with the public, and an important way to achieve our academic aspirations.

Strategy documents are but passing means to an enduring goal: the continuity and growth of a public-spirited university. This strategy, and the actions proposed, completes the *Growing Esteem* agenda around pedagogy, sustainability and research leadership. They will prove small steps in a very long journey.

CHAPTER 2

THE CHALLENGES AND OPPORTUNITIES

The Triple Helix provides the organising principle of University strategy.

Every university aspires to great research, brilliant teaching and a close conversation with its country, its region and on the global stage. Yet each institution must choose a balance between these goals and the means for their expression.

Strategy is choice about where limited research investment is placed, how curriculum is organised and delivered and who beyond campus agrees to be a partner. The finest universities in the world may reach their position in different ways, but it takes bold choices built on past success and a consistent vision to stay among their ranks.

The University lives amid mercurial policy changes, a fluctuating economy and a society facing important questions about how to preserve a liberal democracy in a world much less welcoming of such enterprises.

We have an opportunity to contribute to local, national and global conversations through our students, staff and alumni. The University of Melbourne seeks a more central role in advancing knowledge, in creating the country's new industries, in lifting the competitiveness of existing industries and in boosting productivity, jobs and national wealth. Partnerships provide a way to collaborate on government priorities. As Woodrow Wilson declared in his famous commemorative address at Princeton in 1896, universities must not 'stand aloof' but should be bound intimately to the practical world. Rather than simply seek to 'draw out the powers of the individual mind', Wilson reminded us that education should 'draw all minds to a proper adjustment to the physical and social world in which they are to have their life and their development'.

The Question of Scale

The University of Melbourne has more than 50,000 students (approximately 42,500 full-time equivalents), 7,400 staff, over 338,000 alumni internationally and an annual budget exceeding \$2 billion. The University will grow as a comprehensive, campus-based, research-intensive institution with world-renowned research and a distinctive and graduate-focused teaching profile and student experience, partnering with and for its many communities.

A critical step in the next five years, therefore, is to plan for the scale required to realise our ambitions to offer students the widest range of opportunities, including global mobility with world-renowned university partners, in a context where government sets fees for domestic undergraduate students, often at less than the cost of delivering a quality education.

The size of the University is a key strategic issue running through this document. Through scale, we can achieve a return on our activities that enables us to build organisational sustainability and make strategic choices. Scale enables investment in the priorities at the core of our mission – a superb education for students, internationally leading research, an intellectually challenging environment for staff, strong links with alumni, and partnerships that reach out into hospitals, research institutes, companies and communities.

Scale enables investment in large-scale research platforms and greater collaboration across shared sites. If managed well, it will deliver an enhanced student experience through the provision of more extracurricular activities, access to wider social networks, a more culturally diverse environment and provision of a greater range of learning and recreational facilities.

‘STUDENTS MUST HAVE ACCESS TO THE BEST LEARNING SPACES, BOTH PHYSICAL AND VIRTUAL, AND TO HIGH QUALITY SOCIAL SPACE AND ACCOMMODATION OPTIONS.’

Managing increased scale requires innovative thinking, and investment in innovation. Increased breadth of curriculum and use of a more flexible timetable and academic year presents opportunities for academic staff and students to improve the learning experience. We can use our infrastructure intensively and efficiently, and re-invest in the student experience, in academic staff and research platforms.

Achieving scale can also deliver growth in academic capability through achieving the optimal number and mix of staff in key disciplines. This will enable us to develop the broad capability required to partner with current and emerging industry sectors and to expand on the already substantial contribution made by over 5000 honorary staff.

Over the next five years, therefore, we will grow student and academic staff numbers in a considered and targeted fashion, focusing on particular graduate cohorts in particular disciplines, such as Science and Engineering.

Equity and Opportunity

With the expansion of opportunities for student learning comes a renewed challenge of encouraging participation by students who experience disadvantage. Increasing the availability of scholarships and accommodation and targeted investment in student support will be required. We will strengthen our commitment to improving national participation in higher education by Indigenous students. This will be supported by a Reconciliation Action Plan and partnerships with communities and enterprises, and underpinned by significant investment.

The Student Experience

Competition for the best students is driving change domestically and internationally. Melbourne has performed well, with strong international enrolments and a sharp increase in Australian students crossing state borders to study with us. We can enhance this reach through digital technologies. The emerging ubiquity of content poses challenges for students and learning, but also new opportunities to expand our teaching and learning.

Through these changes, the quality of the student experience will be paramount. This includes more focus on career preparation, more opportunities for our students to engage with Asia and the rest of the world, and providing a vibrant and welcoming campus community. In doing so, we will recognise and celebrate the international and social diversity within our student population.

The Growing Esteem strategy assumes that classroom teaching and campus life remain core to the University of Melbourne. This means further attention to the use of technology with classroom time, focusing on experiential learning, flipped classrooms and fully embedding technology in the Melbourne Curriculum. Students must have access to the best learning spaces, both physical and virtual, and to high-quality social space and accommodation options. We are most fortunate to be bound closely to the City of Melbourne. We must ensure the Parkville and Southbank campuses are part of city life, with opportunities for students to live and work close to the classroom and strong public engagement so campuses are also community spaces.

We must also acknowledge the different needs of different student cohorts. Students undertaking online courses will experience the university differently from those predominantly on campus. Graduate students are older than undergraduates fresh from school and sometimes at different points in their working lives. They have different needs and will experience the campus differently. The challenge will be in understanding and meeting the needs of a diverse student population, and ensuring that all have an experience and education that is comparable in terms of lasting quality and enrichment.



Research Performance

Much depends on our ability to produce research that speaks to the core questions of humanity. Inevitably this will be grounded in strong disciplines that look outward to tackle difficult challenges and translate new discoveries to address problems. A challenge for Melbourne is to identify those fields where the University can make the most profound contribution, mindful of the importance of discovery research, and concentrate investment in people and facilities accordingly.

The comprehensive nature of the University makes possible representation on campus of exemplary disciplines that engage different ways of knowing across key dimensions of contemporary social practice and civilization. Internationally there is greater emphasis on interdisciplinary research as a means to harness disciplinary strengths for greater societal impact. Improving our standing in international rankings of excellence and impact is a measure, but is neither the means nor the end of such endeavours. Our objective is nothing less than world-leading research.

As the cost of research infrastructure escalates, fewer universities can manage large-scale research agendas alone. Collaboration and international partnerships will drive excellent outcomes. Precincts and hubs that bring together government and researchers, established industry and start-up companies to address global problems will become important for research and contribute to prosperity in our city and our nation. The University of Melbourne already works within a number of such precincts, but will need to be ever more active in encouraging and leading partnerships across organisations.

Collaboration in all quarters does not come easily to universities accustomed to autonomy, nor to partners who also prize independence and commercial outcomes. Yet interdependence is the emerging reality of research, and it will require changes to behaviour and practice.

Precincts are but one expression of engagement, the aspiration for a university to be in and of the world, supporting a strong sense of place. In this strategic plan, the engagement strategy reflects aspirations to connect research, learning and teaching with local, regional and international alumni and partners.

Engaging with our Communities

An excellent 1996 history of the University, by John Poynter and Carolyn Rasmussen, was titled *A Place Apart*. There remains much in university life that makes it still a special and self-referential community for students and staff. Yet in the decades since, universities have moved into a more central place in the economic and intellectual life of our community. Once manufacturing dominated the Victorian economy. Now education is our largest state export, and university students and campuses shape our cities. Technology developed on campus is important for new industries, along with medical advances developed by staff and research partners in affiliated hospitals and medical research institutes. Think tanks and publications associated with the University of Melbourne inform the policy conversation, while creative institutions such as libraries, galleries and student organisations help shape the cultural currents of our community. We are no longer a place apart.

Engagement is now an integral part of the university mission, an expression of who we are and what we value as a public-spirited university.

An important aspect of engagement has been an ambitious fundraising campaign. Benefits accrued through the campaign include support for 17 new endowed chairs, a welcome expansion of scholarship support for students, a series of targeted research projects and an expanded contribution to important national agendas such as Indigenous health. Significantly, the Campaign for the University of Melbourne has encouraged faculties to reconnect with alumni. This brings its own riches – mentoring opportunities for current students, new opportunities to work with leading professionals and organisations on projects in Melbourne, the nation and globally. The dedicated work of a group of alumni based in New

York, for example, supporting new graduates seeking opportunities in law and finance in that city had its origins in the Campaign.

It will be important, therefore, to complete and build upon the Campaign for the University of Melbourne. In the long run, an endowment is our best guarantee the University can define its own place in the world.

Meeting these goals for teaching, research and engagement imposes a significant challenge around infrastructure. We must reshape the Parkville campus to create innovative and informal learning spaces and a student precinct which supports a rich and rewarding student experience. We must expand opportunities for quality student accommodation. We must develop teaching and research facilities which, by their very nature, encourage interdisciplinary collaboration and industry engagement. Finally, we must explore options for campus development which will accommodate increasing scale in both teaching and research, and increased engagement.

Sustainability

This third iteration of *Growing Esteem* pays particular attention to the many different dimensions of sustainability. The aspiration for a clean and green environment and resilient society informs the values of the University and is reflected in turn in our work. There are opportunities to embed sustainability objectives in infrastructure planning and service delivery, in developing and supporting the capabilities of staff, and in our commitment to building a robust and financially viable organisation.

More than ever before, we must reduce dependence on any single source of funding. Diversifying revenue streams and managing resources strategically is essential if the University of Melbourne is to take charge of its destiny.

Hence, implementing the strategy must include consideration of financial resilience, strong leadership and management, an engaged workforce and the successful alignment, where appropriate, of teaching, research and engagement. The success of the University of Melbourne depends on our ability to

‘A CRITICAL STEP IN THE NEXT FIVE YEARS, THEREFORE, IS TO PLAN FOR THE SCALE REQUIRED TO REALISE OUR AMBITIONS TO OFFER STUDENTS THE WIDEST RANGE OF OPPORTUNITIES.’

manage assets, constrain the costs of administration and work more collaboratively with partners around shared goals. A university is not just students and scholars, but the talented teams of professional staff who deliver the student services, research infrastructure, IT support and myriad other details essential for a well-managed organisation.

Based on financial capacity alone, the University of Melbourne would approach top 100 standing if listed on the Australian Stock Exchange. On any given teaching day the Parkville campus is the fifth-largest city in Victoria in terms of population, with all the services required for such a concentration of busy people. With this scale, good financial practice, well-designed systems and professional support for staff and students alike are integral to a successful university.

An uncertain world can be unnerving, and there are some who predict the imminent demise of the traditional university. New private providers, online technologies and global competitors all challenge the familiar. The dominant university model in Australia — a comprehensive teaching and research institution — may become unviable in all but a few cases, outperformed by more specialised competitors that jettison the form and practices of traditional learning. A glorious past, we are reminded, is no guarantee of continued viability.

The University of Melbourne has proved, over many years, that its traditional facade hides a surprisingly agile institution. During the *Growing Esteem* journey the Melbourne academy proved willing to rethink from first principles the fundamental curriculum approach, to invest in substantial new research facilities around areas of strength, and to embrace new disciplines and offerings. In a world where computation increasingly underpins scientific advances, the University hosts a

collaboratively funded supercomputer facility and has some of the finest medical imaging capabilities internationally. In 2015 the first students have enrolled in a Masters of Business Analytics, as research expertise developed around research questions now informs a wider teaching program with computation at its core.

We should not be daunted by challenges. The University is an impressive collection of people with a proven ability to understand challenges and adapt where necessary. The essential mission of the University, to be a public-spirited institution contributing through research, teaching and engagement to its communities, remains a guiding light. *Growing Esteem 2015–2020* identifies and offers responses to many of the trends influencing higher education. No doubt the familiar university will change, even in the brief span of this latest strategic plan. Yet the University of Melbourne has the vision, capability and determination to remain one of the finest universities of the world. It will endure, even as it changes.

CHAPTER 3

TEACHING, LEARNING AND THE STUDENT EXPERIENCE: THE MELBOURNE OFFER

The University of Melbourne will offer learning that stimulates, challenges, and fulfils the potential of excellent students from around the world, leading to meaningful careers and profound contributions to society.

Melbourne will attract students with high academic potential from all backgrounds and provide outstanding learning experiences. A University of Melbourne education will foster leaders who are academically outstanding, practically grounded and socially responsible. Designed and delivered by leading academics, the 'Melbourne Offer' links broad and interdisciplinary undergraduate degrees and a range of first-class professional graduate courses with the creative, problem-solving and communication skills necessary for career success.

Progress 2010–2015

- Implementation of the new Melbourne Curriculum
- Targets to increase participation in student mobility programs, broaden the base of international enrolments and achieve a 50:50 split between undergraduate and graduate student enrolments have all been met
- Supporting equity: significant increases in enrolments and completions by students who have experienced disadvantage
- A significant increase in quality of teaching and learning as measured by the Subject Experience Survey.

The Challenges and Opportunities

The 'Melbourne Offer' to students must represent a distinctive student experience; one that supports a lifelong relationship between students and the university. Central to the 'Melbourne Offer' is the Melbourne curriculum, designed to harness and develop potential and prepare graduates who are distinguished by their broad outlook and openness to different perspectives.

Melbourne graduates should be critical thinkers who can apply knowledge, reason and research skills to complex problems.

To achieve these outcomes, the University will offer interdisciplinary, adaptive and research-led educational experiences. It will offer students choices that encourage intellectual independence and self-directed learning.

The Melbourne Curriculum draws students into a rich, distinctive, campus-based community, which is combined with exceptional virtual learning experiences. Students undertake their studies in a blend of face-to-face and digital environments. We will maintain our commitment to these strengths while always reviewing and improving our offer to students. We will focus on academic engagement and student employment outcomes, and improve pathways from undergraduate degrees to masters, research degrees and directly to employment.

We will meet undergraduate student aspirations to learn more intensely outside the two-semester model, to access more work-integrated learning and exchanges, and to consult with student advisers about bespoke programs of study. We will seek to understand and meet the needs of graduate students, who are often older and use the campus and services at different times and in different ways.

‘THE MELBOURNE CURRICULUM DRAWS STUDENTS INTO A RICH, DISTINCTIVE, CAMPUS-BASED COMMUNITY, WHICH IS COMBINED WITH EXCEPTIONAL VIRTUAL LEARNING EXPERIENCES.’

Students expect these services to extend beyond graduation to better career services, more alumni engagement and many pathways into graduate programs. Students need more access to international opportunities, to structured transitions to employment, to internships and other work opportunities.

The Melbourne Curriculum will use mainstream and leading edge technologies to provide material and resources to students online, freeing up class time for students to interact with great teachers, discuss ideas in small groups and engage in peer-based learning experiences. In some disciplines, a classroom approach centred on discussion rather than lectures will challenge existing campus infrastructure. Our program to install more informal student spaces will accelerate.

In addition to using technologies in innovative ways with campus-based students, the University will pursue its digital learning strategy that offers Massive Open Online Courses (MOOCs) and wholly online graduate programs. MOOCs offer a worldwide showcase of the University’s teaching and research expertise. We will reach a ‘steady state’ offering of between 20 and 25 MOOCs at any given time, and continually strengthen their quality and viability.

Graduate online courses respond in part to the need for flexible study options. Consistent with the broader Melbourne strategy of providing high quality professional graduate education, the University will, over the next five years, develop and deliver a suite of online graduate programs of exceptional quality. These will be focused on professional formation, post-professional and continuing education programs, expanded to meet the needs of alumni and professional communities.

Equity and diversity activity at the University is entrenched within learning and teaching, student support programs, research and community engagement activities. Our goal is to improve the

participation of students and staff from educationally, financially or socially disadvantaged backgrounds. We will target scholarships to attract talented students, irrespective of background, and to support them so that they thrive once enrolled. The Campaign for Melbourne supports these aspirations.

A combination of targeted equity entry points and generous living allowance scholarships together with offers of student accommodation will help more students from regional and rural communities and those experiencing socio-economic disadvantage to attend the University of Melbourne.

Strategic Priorities

3.1 HIGH QUALITY LEARNING AND TEACHING

The University will maintain the principles of the Melbourne Curriculum. This offers undergraduate students the opportunity to develop in-depth knowledge of their specialist disciplines as well as skills in examining issues from multiple disciplinary perspectives, including through study abroad. The graduate schools for professional education offer contemporary professional relevance, deep intellectual challenge and intensive teaching and support.

The Melbourne Curriculum is informed by world-leading research and the latest developments across traditional and emerging disciplines. The University will provide more opportunities for a research-led experience within coursework degrees, such as capstone or research subjects and an extension of the undergraduate research opportunities program.

Regular evaluation, and a willingness to change direction when evidence points to shortfalls, will keep undergraduate programs responsive and focused on student needs. New interdisciplinary majors that combine the need for strong analytical and

computational skills with expertise in business, the environment and health will respond to the demand for highly numerate and literate analysts in growing areas of the economy.

The University will continue to invest in developing and implementing technology-based teaching, learning and assessment resources and programs.

Research tells us that one of the strongest determinants of student success is always the quality of interaction between students, academics and peers. We must invest, therefore, to encourage and support academics to use to full advantage the new technologies installed across campus, in both online and campus-based learning. This is part of a larger program to support academic excellence, underpinned by the use of learning analytics. These can highlight, support and reinforce those teaching practices that best foster student involvement, student initiative and outstanding learning experiences.

3.2 STUDENT EXPERIENCE

The future campus will provide learning and student support services that exist simultaneously in physical, virtual, mobile and online spaces.

There are also exciting opportunities to enhance the cultural, social and engagement opportunities offered on our physical campuses. More green spaces, cafes and attractive meeting spaces between buildings will extend students' learning environments to encompass the whole campus. Increasing access to campus facilities on evenings and weekends will support learning and engagement with the community. For many, a university experience is as much social and personal as educational. We encourage students to enjoy their years on campus, and to grow as people and citizens through student life by supporting and creating cultural, sporting, social and political opportunities.

A significant expansion of high quality student accommodation on and around campus is a priority. Students will be able to choose from an expanded range of high quality accommodation options, according to their budget and preferences. The University will work with existing residential colleges and seek partnerships with the private sector to realise this vision. To date the aim has been to secure 2000 additional accommodation opportunities by 2020. With colleges reporting record applications, and much unmet demand, we need a more ambitious target.

College Crescent is beautiful but has limited capacity, and new locations are needed. With major building projects under consideration for Carlton Connect, Royal Parade and the Southbank campus, and a potential mixed use development of the Union House precinct on the Parkville campus, there are exciting opportunities to bring more student life into academic precincts.



Students have also indicated strong interest in more flexible timetabling options. Those keen to accelerate their studies have argued for more part-time programs beyond current teaching hours, more summer and winter electives, more intensive programs and a recognition that flexible learning should apply as much to timetables as to pedagogy.

Though timetable change is never simple, it is time to embrace more flexible teaching through multiple terms and an extended timetable. In these ways we can help students better balance the demands of work, study and home, while creating more flexibility for internships and global mobility.

3.3 CAREER OUTCOMES

The University will expand services offered to undergraduate and graduate students to encourage excellent career outcomes.

We will develop experiential work-integrated learning in our graduate programs, increase access to structured work experience for undergraduates and deliver flexibility for students to accommodate paid work. We will increase opportunities for an international experience through study abroad, work-integrated learning or projects with our own world-leading researchers.

Strategic Priority	Action
High Quality Learning and Teaching	Provide undergraduate students with expanded opportunities for an international mobility experience in the course of their degree program.
	Provide innovative, student-centred blended learning through: <ul style="list-style-type: none"> • Melbourne Digital Curriculum: developing and implementing technology-based teaching, learning and assessment resources and programs, for use by campus-based students; • Melbourne MOOCs focusing on 'signature track' as a verified certificate of completion; • Graduate Online – Melbourne: wholly online, high quality graduate-level courses.
	Improve the use of the timetable, academic year and infrastructure to support pedagogical flexibility, student choice and changing student demographics.
	Increase the number of joint and dual degrees offered in partnership with universities that are among the best in the world.
	Align the academic recruitment, confirmation and reward framework with the achievement of world standards in teaching and learning.
Student Experience	Increase the scale of teaching activity to deliver enhanced learning opportunities across a diverse student cohort.
	Significantly increase the number of quality student accommodation opportunities on and around the University.
	Progressively introduce a residential accommodation offer for students new to the city of Melbourne.
Career Outcomes	Develop a campus masterplan that includes a student centre and precincts, on-campus accommodation and physical and virtual infrastructure in support of a vibrant student experience.
	Implement an expanded range of scholarships, focusing on their value in promoting: <ul style="list-style-type: none"> • equity and access; • academic excellence; and • global mobility.
	Develop initiatives designed to attract, retain and improve completion rates for Indigenous students.
	Facilitate more work-integrated learning experiences for students, particularly at the postgraduate level, including internships, university-based research projects and graduate placement.

CHAPTER 4

RESEARCH EXCELLENCE AND IMPACT

The University of Melbourne undertakes research that is brilliant, innovative and inspiring and that addresses the major social, economic and environmental challenges of our time.

Innovative technologies, scientific discoveries, cultural development, new approaches to public policy and changes to the way we educate the next generation can transform lives. As a public-spirited institution with civic priorities, the University of Melbourne is committed to developing new knowledge that improves people's lives, opens up new lines of enquiry and contributes to a better understanding of the world.

Progress 2010–2015

- The University's performance now positions it in the top 50 institutions across all rankings. Much of this success is driven by research excellence.
- The number of highly cited researchers at Melbourne has doubled since 2010. 25 per cent of all highly cited researchers within Australia and 40 per cent of those within the Go8 are employed by or are affiliated with the University.
- Research outputs, measured by publications per research FTE, have increased over the last five years.
- The University strengthened its longstanding relationships with key affiliated medical research institutes including the Walter and Eliza Hall Institute of Medical Research, the Florey Institute of Neuroscience and Mental Health, the Murdoch Children's Research Institute, the Bionics Institute and the Peter MacCallum Cancer Centre.
- The University of Melbourne is consistently among the top recipients of national competitive grant funding, as well as national and international research prizes and medals.

- The Melbourne Research Institutes (Energy, Materials, Networked Society, Neuroscience, Social Equity, Sustainable Society) stimulated new ways to bring together researchers from across the University to tackle society's complex problems.

The Challenges and Opportunities

Consistency and quality across research groups is crucial, a foundation on which everything else builds. Yet even a comprehensive university must make choices. A campus that includes eminent scholars in fields from accounting to zoology provides wonderful examples of and opportunities for cross-disciplinary collaboration. Yet national leadership and international eminence will only follow if the University invests in those research fields in which Melbourne can achieve and maintain global excellence and impact. Research remains part of every academic group across campus, an essential part of the offer to students in choosing a research-intensive university. Scale and focus, though, will guide choices about recruitment and new facilities. Increased pressure on facilities and resources raises the importance of efficient and effective use of research platforms, an area where there is opportunity for targeted re-investment.

To decide to choose is simple; working out those fields which offer the best intellectual, impact, financial and reputation prospects is the test. This requires a new approach to recognising current strengths and predicting the rise of emerging research areas.

Research is a people enterprise, requiring years of careful training. A key resource on campus is the almost 5000 researchers enrolled in doctoral programs. Alongside quality, scale and focus, a key goal is better support for our future research workforce.

The research world they enter is moving quickly toward a collaboration model. Our approaches often assume

a traditional individual-led researcher paradigm, yet national policy and practice emphasises teamwork, across the University and with external partners, as the basis of future funding. International practice shows that research support is often tied to collaboration, with institutional-level partnerships that operate across disciplines to address shared problems. Here, as in other cases, scale matters.

The University of Melbourne can point to many fine examples of collaboration, including with the Large Hadron Collider team in Geneva and, closer to home, a productive partnership with IBM. Yet a research approach that requires teams of colleagues to operate beyond organisational boundaries and pursue large-scale, programmatic partnerships with research and industry partners will require new skills, flexible infrastructure and institutional support.



Done well, such partnerships embed the University in a wider network of affiliated organisations, bridging the divide between the academy and the society it serves. Improved performance in winning industry and international funding will prove important indicators of success over the next five years.

We must also bring industry partnerships to campus by, for example, developing the nascent innovation precinct at Parkville. A precinct allows ideas and people to move freely and swiftly, and contributes to the social, cultural and economic development of its communities. We can build on the success of current precincts. The Melbourne Biomedical Precinct at Parkville is an internationally significant aggregation of medical research and clinical practice. Supporting the biomedical aggregations at the Austin and St Vincent's campuses, the arts precinct at Southbank and the opportunity to contribute to agricultural and veterinary research at Werribee, Creswick and Dookie will see research partners clustering around academic units, linking people who share commercial and academic appointments and access to platform technologies.

Other fields are not so well served. There are difficulties accommodating some aspects of large-scale engineering research near the Melbourne School of Engineering at Parkville. Therefore, the University will explore sites further afield where we can attract, develop and support partners in the development and commercialisation of research, particularly around engineering innovation.

Strategic Priorities

4.1 RESEARCH QUALITY AND PERFORMANCE CULTURE

A renewed focus on assessing research excellence and impact will confirm Melbourne's position as Australia's leading research university and among the finest universities in the world.

Establishing the University of Melbourne as the destination of choice for the most talented scholars in the world is critical to the research strategy. Securing the best researchers in the right strategic fields, and

‘INCREASED FOCUS WILL NOT CONSTRAIN FUNDAMENTAL RESEARCH, NOR LIMIT OUR ABILITY TO LINK RESEARCH, TEACHING AND ENGAGEMENT SO STUDENTS AND THE WIDER COMMUNITY BENEFIT FROM A COMPREHENSIVE INSTITUTION. IT WILL, THOUGH, REQUIRE US TO IDENTIFY AREAS OF EXCELLENCE, RELEVANCE AND IMPACT, AND CONCENTRATE RESOURCES ACCORDINGLY.’

creating an academic environment conducive to excellent work, is how great universities build on existing strengths.

The calibre of our academic staff and the frameworks that enable excellent research underpin any capacity to produce world-leading research.

We will raise research performance standards across the University, ensuring recruitment, confirmation and promotion processes align with world standards and are consistent with institutional and faculty research strategies.

4.2 RESEARCH FOCUS AND SCALE

The Melbourne Research Strategy focuses on three Grand Challenges of the 21st century: understanding our place and purpose, fostering health and wellbeing, and supporting sustainability and resilience.

These broad themes continue to define the aspirations of the University, but it is equally important to focus research investment more directly on supporting and sustaining excellence.

Increased focus will not constrain fundamental research, nor limit our ability to link research, teaching and engagement so students and the wider community benefit from a comprehensive institution. It will, though, require us to identify areas of excellence, relevance and impact, and concentrate resources accordingly.

Focus requires fine-grained decisions given the rich diversity of disciplines at Melbourne. Hence individual faculties remain best placed to determine which

academic areas will be supported to ensure that disciplines address the larger agenda of the University, giving specific effect to how we meet the grand challenges. While tuning our discipline-centred research, faculties will remain international leaders and at the forefront of partnerships with overseas research institutions, governments, and the not-for-profit and for-profit sectors.

At an institution-wide level, we will also identify those disciplines, areas of research concentration and interdisciplinary fields that merit significant additional investment. The convergence of many aspects of the biological, mathematical and engineering sciences, for example, creates exciting new opportunities but will require teams that run across faculty boundaries. Here is an opportunity at institutional level to target research investment, projects and partners to compete in a globally competitive environment.

4.3 RESEARCH COLLABORATION, PARTNERSHIPS AND IMPACT

The next phase in our strategy will see a significant focus on engagement with industry and new ways to translate research into useful outcomes. This in turn will further drive the development of precincts and greater collaboration with industry partners.

Precincts have become a source of competitive advantage, positioning some universities to contribute more directly to the societies they serve. The University will work with government and industry to establish a small number of precincts as the locus platform for research commercialisation and impact creation.

The focus areas will include:

- The Melbourne Biomedical and Biosciences Campus with its Austin and St Vincent's partners
- Carlton Connect, focused on technology, innovation and sustainability
- The Southbank arts precinct
- A public policy precinct at Carlton
- A potential new engineering research campus with a strong industry focus.

Such precincts allow the University to integrate research with broader economic and social planning priorities. By their nature, precincts contributing to a broader system of innovation are collaborative ecosystems with shared leadership, overlapping jurisdictions and some measure of internal competition amid the goodwill. Thus they also require new models of research leadership and impose a discipline based on learning to work with others.

Precincts also blur the lines between campus and communities – indeed they can challenge our ideas about the nature of a campus. In Europe and North America, for example, many medical precincts are known as a campus, given the large number of university-affiliated staff who work in hospitals and research institutes. This practice has also been adopted by some private companies, such as Google, which reflect a commitment to research by describing major concentrations of staff as a campus.

Improving our capacity to work with, and for, industry will be critical. We must increase the number of researchers who bridge commercial and academic appointments and recognise and reward this kind of industry engagement as mainstream university activity. We must also be willing to work more with other universities around shared goals.

A new services group focused on research, innovation and commercialisation will support the whole University and bring new skills and commercialisation leadership into the institution. The University will support an industry–university exchange program for staff, positioning us within a wider network of affiliated organisations and providing unique opportunities for scholars and industrial researchers to work together.

This will include reviewing sabbatical arrangements to make time with industry available to academics and more opportunities for industry leaders to spend time on campus.

Recognising that effective collaboration transcends national borders, the University will increase both the number and value of its national and international industry collaborations, with some emphasis on China, Germany, India and Latin America.

4.4 GRADUATE RESEARCHERS

Our graduate students are among our most promising researchers and make significant contributions to research reputation and results. Many will pursue research careers, but others will pursue careers in industry, government and the not-for-profit sectors. We must equip our graduate students with skills to pursue careers within and beyond the academy.

The University will offer graduate researchers thematic programs around collaborative research. These will create research training cohorts, honing skills for collaboration into the future. To promote better alignment of research training with research strategy, scholarships will be targeted towards strategic priorities across faculties. We will commit to an enhanced scholarship program to attract the best research students nationally and internationally, realising the potential of our future researchers and safeguarding research excellence.

Strategic Priority	Action
Research Quality and Performance Culture	<p>Establish discipline-specific performance expectations (addressing both quality and productivity), with clear benchmarks and targets, as a basis for individual research performance assessment.</p> <hr/> <p>Implement a recruitment and confirmation framework aligned with the achievement of world standards in research performance and with the development of key skills in leadership, industry engagement and translation, innovation, entrepreneurship, and international research.</p>
Research Focus and Scale	<p>Identify key research areas that will be world-leading by 2020 with appropriate actions, interventions and targets articulated in Faculty Strategic Plans.</p> <hr/> <p>Invest in areas of research excellence and in areas where increased scale can deliver great research outcomes.</p>
Research Collaboration, Partnerships and Impact	<p>Develop incentives, rewards and infrastructure that support quality research conducted in partnership with academia, industry, government, external research agencies and community partners, both domestically and internationally. Specifically, we will develop career paths that span industry and academic research experience and expertise.</p> <hr/> <p>Enhance opportunities for staff, student, university and industry engagement through precinct development, with a focus on:</p> <ul style="list-style-type: none"> • The Melbourne Biomedical and Biosciences Campus (with the Austin and St Vincent's hospitals) • Carlton Connect, focused on technology, innovation and sustainability • The Southbank arts precinct • A public policy precinct at Carlton • A potential new engineering research campus with a strong industry focus. <hr/> <p>Enhance the University's international research profile and impact by:</p> <ul style="list-style-type: none"> • Increasing the number of international collaborators in University-led research grants, contract research and industry partnerships • Partnerships with organisations internationally, including the potential establishment of international joint research centres • Increasing the number of joint appointments and graduate research opportunities with international universities and partners • Supporting an industry–university exchange program for staff and research higher degree candidates • Reviewing sabbatical arrangements to make time with industry available to academics and more opportunities for industry leaders to spend time on campus.
Graduate Researchers	<p>Provide graduate researchers with opportunities to succeed in careers within and beyond the academy, focusing on thematic programs and collaborative research.</p> <hr/> <p>Utilise scholarships and thematic program opportunities to attract high quality graduate researchers from around the world.</p>



CHAPTER 5

ENRICHING OUR WORK THROUGH ENGAGEMENT

Engagement is the binding strand within the Triple Helix, enriching our teaching and research and deepening our contribution to a wider society.

Engagement ensures our ethos as a public-spirited institution finds expression through all of our endeavours. This presents an enduring challenge in both concept and application, yet ultimately one that aligns our institutional mission to our external environment. While the University continues to articulate the contribution of engagement, this is expressed primarily through our academic mission.

Progress 2010–2015

- Partnerships and alliances have grown substantially. Strategic partnerships to contribute to public knowledge and debate have been established with, for example: the City of Melbourne, Carlton community, Goulburn Valley, Brotherhood of St Laurence, Museum Victoria and Zoos Victoria
- Alliances with an international focus have been established with the Indian Institute of Science, the Australian-German College of Climate and Energy Transitions, EMBL–EBI Laboratories in Cambridge (UK), Indian Institute of Technology Kanpur, Peking University, Tsinghua University and Vanderbilt University
- A range of companies support activities on and around campus, including Microsoft, Alcatel-Lucent, IBM and the CSL Group
- Our footprint on the Biomedical Campus has enlarged. There is an emerging policy precinct around the Parkville campus and with a global reach, including the Melbourne Law School, the Melbourne Graduate School of Education, the Melbourne School of Government, the Grattan Institute and The Conversation

- Our global alumni community now stands at 338,000. Participation by alumni in engagement activities has more than doubled
- The Campaign for the University of Melbourne has raised nearly \$450m, engaged more than 18,000 supporters, reconnected with numerous alumni, and made possible new professorial appointments, research programs and scholarships.

The Challenges and Opportunities

As an institution, we have wrestled with the diffuse portfolio of activities encompassed within the engagement strand of the Triple Helix. Learning and teaching, research and engagement have not always worked together as cohesively as possible.

By addressing this challenge, we help the University meet its goal of being a public-spirited institution for the benefit of wider society. The University has much strength to draw on: a strong brand and reputation, an established program of public engagement, and a distinctive contribution to public discourse. Our cultural and sports bodies, colleges, institutes and affiliated partners have long played an important role in the University's public engagement.

To realise this potential we must establish a shared vision and strategy for engagement at the University, consistent with our academic mission and strategy. This must guide changes so that engagement becomes a defining feature of our institutional character, and an enduring institutional capability that enriches our work, for the betterment of society. This is a shift in the engagement paradigm: recognising engagement as an institutional orientation externally, with a clear sense of how connections enrich our work and reinforce our mission as a public-spirited institution.

‘THROUGH A DISCRETE NUMBER OF SIGNATURE PROJECTS WE WILL BRING TOGETHER OUR TEACHING AND LEARNING CAPABILITY FROM ACROSS A DIVERSE ARRAY OF DISCIPLINES, ALIGNING THEM WITH THE ASPIRATIONS OF EXTERNAL CONSTITUENCIES.’

Internationally, universities have characterised this ambition through the lens of an ‘anchor institution’. The anchor institution coordinates and aligns an institution’s capability through strategic alliances, and seeks to establish greater reach and impact locally, regionally and internationally.

We will know we are progressing towards this aim when government, business and the broader community recognise the University as Australia’s most innovative, accessible and productive higher education partner.

We must also work closely with alumni and partners to connect the student experience, our business partnerships and research opportunities into a single vision for collective benefit. Encouraging entrepreneurship among students is critical to this mission.

We will optimise the benefits of diversity, recognising existing achievements and purposefully harnessing diversity to enhance learning and teaching, research and engagement activity across the University. This will help attract the best students and staff, regardless of background, enriching our shared experience with myriad perspectives.

We will seek to ensure systems for reward and recognition for staff are aligned to this agenda. The University will explore new means of managing and evaluating its engagement efforts, using new technologies and conceptual approaches to communicate, measure and grow its external contributions. Sharing our knowledge and the outcomes of our research will be a priority.

Strategic Priorities

5.1 PUBLIC ENGAGEMENT

As an anchor institution we seek to enrich, socially and economically, the communities we serve. Our public engagement is evident in a rich campus life expressed in many ways, including programs of lectures and exhibitions, open days and alumni events to underline the social value of our research and teaching programs. Through a discrete number of signature projects we will bring together our teaching and learning capability from across a diverse array of disciplines, aligning them with the aspirations of external constituencies.

The University will encourage public intellectuals on campus, to help the community to make sense of the world around them. We will advance public debate of major issues, and the emerging precinct of public policy expertise centred on Carlton will provide vital pathways to public discourse and policy application.

The Melbourne School of Government, Melbourne Institute of Applied Economic and Social Research, the Melbourne Sustainable Society Institute, the Melbourne Energy Institute, the Melbourne Networked Society Institute, Asialink, the Asia Institute, Melbourne Social Equity Institute, the Centre for Advancing Journalism, the Melbourne Asia Research Network, the Centre for the Study of Higher Education, the LH Martin Institute and Carlton Connect, to name but a few, all actively engage in national policy debate and the translation of research into forms of impact. Other important partners in the public policy precinct include the Grattan Institute, The Conversation, the Red Cross, the Australian Conservation Foundation and the Australia and New Zealand School of Government.

Over the next five years we will deepen existing links and encourage further partners to the precincts around campus, and explore possibilities for expanding shared agendas.

The University will deepen its social compact with its local communities, recognising the important role of place in supporting our work as a campus-based institution. A particular focus will be considering how we work, which is particularly important to our immediate communities. Working collaboratively with

communities of place or interest provides the opportunities to match our values with the operations of a large and complex organisation.

Ensuring our cultural enterprise and residential colleges actively contribute to our institutional mission and strategy will be an important focus, recognising the potential to link our libraries, cultural collections and sports program more closely to University and public life. The construction of a new gallery of contemporary Australian art at the Victorian College of the Arts, based on the Michael Buxton Collection, will be an important contribution to students, the Southbank arts precinct and the wider public. We will explore other opportunities for adding to the stock of cultural life in Australia and globally.

5.2 INDUSTRY ENGAGEMENT

Embedding industry engagement within academic programs holds the best prospect for the University to develop effective partnerships with industry. It anchors our institution by building vibrant local and regional economies.

As with research and teaching and learning objectives, implementing an academic staff employment framework that supports and encourages industry engagement will be vital.

Industry engagement will also become a distinguishing feature of the student experience. We will secure better access to industry knowledge and experience. Our graduate schools will be recognised as leaders in professional practice. Opportunities for placements and internships will become a core element of all graduate offerings.

Place is important and precincts are distinctive spaces for engagement, locating the University within a broader network of innovation. They provide pathways for students to work with industry, researchers to engage with peers and companies to acquire and support new ideas. The experience of working with a coalition of industry partners within the Goulburn Valley around shared goals has shown the potential for the University to contribute meaningfully in complex environments.

5.3 INTERNATIONAL ENGAGEMENT

Now, more than ever, a great university is global in impact and influence. Global impact is not just about international student populations or campus presence. It goes to the reach of ideas, and the development of graduates who can be a 'citizen of the world', that great aspiration of Erasmus. Global impact goes to the capacity to engage on an international scale with universities, governments and industry, and to partner with them in the delivery of world-class education and research.

Over the next twelve months the University will develop a plan to strengthen international engagement and increase its global impact and standing.

The development of online programs will play an important role. Already the array of MOOCs offered by the University attracts more than 750,000 every year. New graduate programs for credit, offered on the same platforms, will give Melbourne a global reach hard to obtain by other means.

Strengthening links with leading universities internationally, through joint research, commercial endeavours and student experiences, will underpin the success of our international engagement.

Raising our profile in Asia and leveraging existing relationships through dedicated interfaces, such as Asialink, Asia Institute and the Australia India Institute, will extend connections to the region.

The University will establish international joint research centres (IJRCs). These will improve access for Melbourne researchers, research higher degree candidates and postdoctoral fellows to international disciplinary expertise and infrastructure, as well as advancing the University's international profile.

Such joint research centres will provide a platform for greater involvement by a broader range of industry partners and therefore opportunities for additional collaborative or contract research. They may be matched by an enhanced presence on campus or nearby in Melbourne for our international university partners. This is one example of an initiative that can

bring greater local relevance to the University's global efforts – a focus that we will continue to explore over the next five years.

5.4 ALUMNI AND SUPPORTERS

Just as we benefit from the generosity and engagement of our alumni and supporters, so too must we offer them a valuable and enriching experience through the many activities that the University offers. A new alumni strategy will involve this important group more deeply in our work.

It will include a program to review and enhance student scholarships, ensuring these are targeted not only at

the most successful students, but also to those from cohorts under-represented in higher education, including Indigenous students, and those who might struggle otherwise to find a place on campus.

Finally, during the life of this strategic plan we will complete the first phase of our Campaign for the University of Melbourne. As we approach the initial \$500 million target the Campaign Board and wider University community must decide the next steps for this important program.

Strategic Priority	Action
Public Engagement	Extend the reach of our engagement, leveraging our precincts to make distinctive contributions to the civic and cultural life of the city, state, nation and region articulated through a new engagement strategy in 2015.
	Integrate the University's engagement capabilities, aspirations and achievements into our brand and external communications.
	Strengthen and deepen the University's cultural enterprise, establishing innovative channels for engaging our students (particularly through object-based learning), our staff and a wider public.
	Align the HR strategy to facilitate and reward public, industry and professional practice engagement activity for academic and professional staff.
	Implement the University's second Reconciliation Action Plan.
Industry Engagement	Establish a small number of high impact signature engagement projects that draw together our research and teaching capabilities across a range of disciplines to create social and economic outcomes.
	Establish professional advisory boards for all graduate schools where not already in place.
	Leverage existing industry partnerships to expand opportunities for work-integrated learning for our students.
International Engagement	Facilitate staff exchange between academia, government and industry.
	Use online education to strengthen the University's international engagement and increase visibility.
	Increase the international diversity of our staff profile, and encourage international staff and student mobility.
Alumni and Supporters	Increase the scale and impact of our international research collaborations.
	Forge new avenues to engage alumni in the life of the university, including through creating internship opportunities, student recruitment, advocacy and mentoring.

CHAPTER 6

SUSTAINABILITY

Sustainability embraces, and goes beyond, a commitment to carefully consider our physical environment. It serves as an organising principle for decisions about the future of the University. Our institutional vision, composition and contribution are shaped not only by our internal perspectives but also by recognition of the expectations and aspirations of the communities in which we work and live.

Not all decisions by a public institution will be supported by the community. What matters is clarity about the rationale guiding those choices. Melbourne will be guided by a Sustainability Charter, which will set out the values and principles through which the University will embed environmental and social sustainability in its work.

Progress 2010–2015

Organisational sustainability:

- Targets to increase diversity in staff profile through greater gender parity achieved
- Staff satisfaction above the Go8 average on most measures in Staff Climate Survey, with increased level of staff satisfaction with University leadership and delivery of administrative services
- Business and financial planning improved by refinement of Accountability and Performance Management Cycle and delivery of enhanced support for strategic and operational planning
- Introduction of integrated financial and human resource reporting
- Seven major infrastructure projects between 2010 and 2015 were delivered on time and budget with an investment of \$712m (total capital expenditure \$1.7bn 2005–2015)

- Implemented a series of comprehensive academic and management reviews to ensure programmatic excellence and financial viability.

Financial sustainability:

- Moved from a history of underlying operating deficits to surpluses on an ongoing basis
- Increased earnings before interest, tax and depreciation (EBITDA) to in excess of \$167m (based on underlying operating result)
- Achieved revenue growth of 35% (based on underlying operating income)
- Increased net assets by \$1bn, an increase of 30%
- Returned the investment portfolio to pre-GFC levels

Environmental and social sustainability:

- Significant reduction in carbon emissions and water and energy consumption
- Evolution of the campus as a 'Living Lab' to showcase sustainability initiatives
- Education for sustainability incorporated in the definition of desired student attributes
- All new buildings met 5-star GBCA green star rating demonstrating best practice in environmentally sustainable design, with the Melbourne School of Design achieving world best practice 6-star rating
- Support for the development of the GBCA Green Start Communities pilot rating tool and participation as one of the first pilot projects in Australia.

The Challenges and Opportunities

The University's capacity to succeed is determined not only by the goals we set but also by how effectively we support our people, organise infrastructure and align resources and systems. The impact of digital technology on operations is significant and building the capability to support this ambition is critical. Ensuring the sustainability of the institution, from an organisational, financial, social and environmental perspective, underpins our capacity to achieve our ambitions for the University of Melbourne.

This Strategic Plan has discussed career structures for academic staff in the context of research, learning and teaching and engagement. Likewise, professional staff must be supported by a comprehensive employment framework that offers opportunities and reward and encourages a culture of personal and professional growth and resilience.

The ambitions of the University can only be achieved through sufficient resources and skilled management. The University must strengthen its financial sustainability, reduce reliance on government funding, and build a more diverse and sustainable revenue base to support strategic priorities in learning and teaching, research and engagement.

Thus questions of optimal scale for research and teaching also carry important financial considerations. The present public policy settings for universities encourage growth in the absence of better per student funding. Yet growth brings its own challenges around student experience, available facilities and campus amenity. Rigorous financial analysis, and well-executed implementation of any changes, must inform the academic conversation about the size of the University of Melbourne.

Further deepening of the University's commitment to environmental and social sustainability as part of its core activities is critical, not only to the achievement of our teaching and learning and research goals but also to our responsibility as a public-spirited and global university. The University will develop a Sustainability Charter, articulating the values and principles through which the University will embed sustainability into operations.

Strategic Priorities

6.1 ORGANISATIONAL SUSTAINABILITY

The Melbourne Operating Model provides goals and principles for a sustainable administration with significant devolution to academic and professional units, operating within a clear accountability framework. During 2015 the University will complete implementation of the Melbourne Operating Model, and return 80 per cent of the savings to faculties for reinvestment in core academic activities.

Through established consultative pathways the University will review support for professional staff to encourage effective recruitment, recognition and retention of colleagues, facilitate career mobility, progression and professional development and provide clarity on performance expectations.

This will be undertaken in parallel with a review of employment arrangements for academic staff to ensure a coordinated and consistent approach.

Professional development will target the skills and attributes needed in a leading university, while supporting colleagues to achieve their aspirations.



In planning and designing our campuses, we need to be mindful of the changing expectations and needs of students and staff, and also of the imperative to engage with research, industry and city partners, alumni and the community we serve. A campus planning framework that provides an integrated and sustainable approach to campus planning will be implemented.

6.2 FINANCIAL SUSTAINABILITY

The University operates an annual budget exceeding \$2 billion, with income from research grants, student fees, government grants, commercial operations, executive education, investment and philanthropy. Ensuring the optimal mix of scale, diverse sources of income and new opportunities will be a driving concern for University leadership over the term of this strategy.

The Melbourne Operating Model will realise process and systems savings, and should encourage more efficient management of University operations. Less predictable is the impact of national policy change and international markets.

Philanthropy will be vital in diversifying the revenue base. Building on the Campaign for Melbourne, philanthropic support will be sought to provide endowment funds to further support strategic priorities and excellence. The investment portfolio of the University has already reached \$1.6 billion, with the overwhelming majority of philanthropic income tied to specific appointments, scholarships and research projects.

6.3 ENVIRONMENTAL SUSTAINABILITY

The University will establish itself as a model of environmental sustainability and has set a target to achieve carbon neutrality by 2030. A key focus will be on further energy reduction and transitioning our energy supply to renewable energy sources.

The University has submitted the Parkville Campus as one of the first projects to be assessed under the new GBCA Green Star Communities pilot rating tool. Once rated, this will provide a performance assessment tool for progression of campus planning within a five-year planning cycle.

Strategic Priority	Action
Organisational Sustainability	Identify the opportunities and threats of digital technology developments and ensure that they are harnessed to support core business activities.
	Facilitate the attraction, retention and recognition of outstanding academic and professional staff.
	Successfully embed the Melbourne Operating Model and ensure the principles and goals of the program guide management decisions.
	Implement an integrated, 'best practice' campus planning framework.
Financial Sustainability	Implement the business process improvements identified through the Business Improvement Program.
	Realise the targeted financial benefits from implementation of the Melbourne Operating Model and ensure that they are reinvested in strategically important academic activities.
	Ensure resource allocation supports core activities across research, teaching and learning.
Environmental Sustainability	Ensure the delivery of an annual underlying operating surplus, maintenance of EBITDA and adequate flexibility to manage short-term shocks.
	Reduce the University's environmental footprint.
	Develop a Sustainability Charter to provide a framework for embedding social and environmental sustainability across all facets of University work.
	Communicate and promote the University's environmental and social sustainability achievements to ensure it is recognised as a global leader in this area.

CHAPTER 7

ACTIONS

In perhaps the most famous of his poems, *Tu ne quaesieris*, Horace cautions his young companion to ‘carpe diem’—seize the day. He warns that the future is unknown. One should not leave tomorrow to chance, but rather take action for the future today.

This advice seems more pertinent than ever. The future may be difficult to predict, but we can plan on the basis of reasonable assumptions.

First, this public-spirited research-intensive institution will continue to generate knowledge that addresses the greatest challenges of our time. We will do so by balancing research strengths against the need to demonstrate the social, economic, environmental and cultural outcomes of investment in new ideas, partnering with industry and world-leading institutions.

Second, we will embrace the possibilities of digital evolution and ensure that the campus-based education remains strong. A great student experience will

combine the best of blended learning with time spent alongside teachers and peers. As lively places of innovation, international diversity and the latest thinking, our campuses will model the attributes we look for in each graduate.

Finally, all of the University’s activities will reflect great engagement with our city, our peers, fellow researchers, alumni and the communities that we serve.

Growing Esteem 2005 and *Growing Esteem 2010* both stressed that an impressive strategic document without follow-through is meaningless. Strategy is action, not paper. The significant change that followed both documents show the University of Melbourne is prepared to make major change in pursuit of its goals. The same is true for *Growing Esteem 2015–2020*, so that the University of Melbourne continues to be one of the finest universities in the world.





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