



# Growing Esteem 2010

# Contents

From the Vice-Chancellor	3
The Tradition	4
Growing Esteem	5
2009 – A Year in Refinement	6
The Melbourne Vision	7
The Triple Helix	9
First Strand – Research	10
Second Strand – Learning and Teaching	12
Third Strand – Engagement	14
Supporting the Vision – Enablers	16
Achieving the Vision	18
What will the University look like in 10 years?	21
Conclusion – Melbourne's Prospects for Growing Esteem	23

# From the Vice-Chancellor

Universities adjust to their times, yet celebrate continuity. The subject matter taught at the University of Melbourne might be barely comprehensible to its original students, yet they would recognise immediately the ethos and purpose of the campus.

This document outlines new and continuing initiatives for the University of Melbourne. Such plans are offered within the enduring tradition of higher learning. They are current answers to an endless question: how, in contemporary circumstances, should the University pursue its motto of growing in the esteem of future generations?

The approach embraces the notion of a triple helix: a public-spirited and internationally-engaged institution, defined by tightly-bound strands of research, teaching and engagement, offering its students, staff and community one of the finest universities in the world.



Glyn Davis  
Vice-Chancellor

March 2010



## The Tradition

Just over 150 years ago, the University of Melbourne was founded to offer degrees to privileged students in an intimate setting, at a standard that would match that of Oxford. Adopting the Goddess Nike as its symbol and a poet's promise to '*grow in the esteem of future generations*' the University aspired to compete and contribute in equal measure.

In subsequent decades the University embraced research, community outreach, public service and cultural activities consistent with its character as a public institution.

For most of this history the University was funded by government, supplemented with fees from students. Philanthropic income was a happy event, but not a steady stream. Commercial engagement remained beyond the pale of 'a place apart'.

Today the University reflects continuing trends in Australian higher education – greater pressure to produce and measure research, a government drive to increase enrolments, declining government support as a proportion of income and reliance on fee-paying international students to fund core activities.

The University remains public-spirited, but is now a large, complex organisation set between the worlds of regulated public responsibility and market-driven private income. It balances a traditional mission of teaching and research with new expectations to meet economic, professional and community priorities.



# Growing Esteem

In late 2005 the University adopted a strategy published as Growing Esteem.

A new metaphor, the Triple Helix, described the character of the University. This visual representation of the institution's core activities articulates the importance and interplay between research, learning and teaching, and external engagement programs, all supported by enabling administrative functions.

In Growing Esteem the traditional University educational program consisting of large numbers of undergraduate degrees, combined degrees and postgraduate study was replaced with six undergraduate degrees and a series of graduate programs. This new combination is designed to provide an undergraduate grounding in academic breadth and disciplinary depth followed by superb professional or research training, increasing student global mobility and multiple points of entry to courses.

Growing Esteem also articulated the need to determine the University's areas of research strength, and to focus efforts in areas with the potential to do work of world-wide significance.

Growing Esteem reaffirmed Melbourne's intention to be one of the finest universities in the world, highly regarded for making distinctive contributions to society in research, learning and teaching and external engagement.

An extensive consultation process in 2009 confirmed wide-spread support for the Growing Esteem strategy. Nevertheless, feedback did suggest some revisions to address internal and external changes since 2005.

The modifications in this document provide a refinement of Growing Esteem, consistent with advice from the consultation process.

This short paper does not address every issue raised in consultation; many of the detailed suggestions offered during the consultation process will find their way into a new strategic 4-year University Plan setting out specific steps arising from this paper.

Instead the paper serves to reinforce the University's three core strategic objectives – production of globally competitive research, provision of internationally recognized degree programs and the expansion and support of well coordinated external engagement activities.





## 2009 – A Year of Refinement

### What has changed since 2005?

Since 2005 the global higher education market has continued to grow, with Australia now listing education as one of its major exports. Competition for students is significant, and not just from domestic institutions. China and India are building rapidly their own education capacity and shifts are apparent in Europe and North America. Despite our success in the undergraduate student market we still do poorly when it comes to research higher degree students compared to international competitors.

Since 2005 aspects of the international student market have changed dramatically. Financial conditions, concerns over student safety, and rapid growth in the Asia-Pacific region all affect the dynamics of student mobility. Significantly, these issues are beyond the University's influence, and must be seen as risk factors of an increasingly competitive global market.

By 2005 research had already become a global enterprise with progress in many fields at most universities reliant on international funding, collaboration, shared data and co-produced outcomes. Since 2005 research has continued to adapt to increased mobility and access, with far greater emphasis on addressing major societal concerns. Global problems drive broader research agendas and new multidisciplinary responses. Enabling this new approach is comprehensive disciplinary strength, a core attribute of the best universities in the world.

Nationally, there have been two significant reviews, the Bradley Review of Higher Education and the Cutler Review of the National Innovation System. Elements of both reviews have been adopted by the Federal Government during 2009, signaling significant changes for the tertiary sector. The new partially deregulated system (unrestricted places) is designed to allow for a massive expansion in student numbers, whilst maintaining tough regulatory restrictions on price. The principle of full funding for research has been accepted, and there is a strong push for greater numbers of students from backgrounds of disadvantage.

Within the University the degree structure has been standardised, aligning our educational offering with the best universities in Europe. The success of the program has been suggested both by the number and quality of new generation course students and via imitation by several Australian (and regional) universities. In 2011, these students will transition into graduate schools to commence their professional training.

Articulation of the University's character has been achieved through adoption of the triple helix. As was the case over a century ago with research, the introduction of a new strand of activity has been slow but transformative. Governments, industry bodies and the community regard 'third stream' activities as a test of social relevance.

Melbourne faces many of the challenges of other public universities. Questions of financial stability, size, student mix, research breadth and external engagement continue to challenge us, and in many cases our strategy puts us at odds with ever changing government policy. Such challenges compel us to examine our strategy regularly and refine it when required.



# The Melbourne Vision

The University of Melbourne must remain attuned to shifts in national policy settings and international standards, the importance of rankings, changing market conditions and new players in higher education.

Yet the anxieties of competition need not determine the University's vision, identity or strategy. 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 stress on research and teaching, and continue to expand our engagement activities. The University's future will depend on its ability to combine a 'triple helix' as a distinctive stance.

Consistent with statements made in the 1996 Melbourne Agenda, the University remains committed to be '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 unique 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.

This is a place where great teachers lead talented students to open their minds, share wisdom and face the great unknowns: a place where each new generation can define a future that it values.

To meet its 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.







# The Triple Helix

The triple helix, the metaphor we use for the core priorities of the University, presents the tightly bound nature of our academic programs, each shaping and reinforcing the other. The triple helix 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 experimenting 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 explicates a body of ideas, is informed by the latest research, and instills habits of inquiry that acknowledge the provisional nature of knowledge. Through the education of quality graduates the University expands its impact on society.

The final strand is engagement. It encompasses many dimensions of interaction between academia and wider society – including knowledge partnership, advancement and international activities. Through this strand, the University engages in public debate, influences policy of government, links research and teaching with industry and communities, develops deep beneficial relationships with alumni, and performs as a truly international institution.

A sharp focus on engagement will continue to ensure the institution is widely connected to non-academic partners and able to receive, develop, co-produce and transfer new concepts and their applications. To be effective, engagement activities must flow directly from the University's research and teaching priorities.

As a public-spirited university Melbourne will serve local and international communities best by selective engagement, when it has distinctive contributions to make and when the benefits are compelling.

The core priorities of the University are supported by enablers, including governance, regulation, finance, staffing, information, campus and administrative infrastructure and services.



## First Strand – Research

Knowledge is the great human project, never completed and always pressing. A public-spirited university helps to nurture scholarship, develop new insights and promote wider understanding.

Viewed nationally, Melbourne is a leading research university. It scores strongly against every national research indicator, from income and publications to research higher degree load and completions. It is uniquely placed in the Parkville precinct, where medical research effort benefits enormously from collaboration with some of Australia's eminent bio-medical research institutions and hospitals. A number of disciplines at Melbourne are ranked among the best in the world.

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 cross-disciplinary approaches. The University will need a strong and sustained focus on cross-disciplinary 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 partnerships to hasten our discoveries.

To encourage more intensive and directed cross-disciplinary activity in response to societal challenges in more than an incremental way, the University will continue to build its Melbourne Research Institutes program. The institutes will make connections where none exist, enhance fledgling connections, support already valuable connections and provide leadership and coordination when responding to challenges that transcend individual disciplines. 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 cross-disciplinary communicators.

This cross-disciplinary response is possible only because of the disciplinary depth available at the University. Future capacity in addressing societal challenges depends not only on staff ability to work seamlessly with colleagues from other disciplines, but on the maintenance of depth and excellence within disciplines.

The University will continue to evaluate the position of its disciplines in both Australian and international context, rewarding excellence and managing improvements where required.

The University will initiate programs to evaluate our strength in cross-disciplinary activities, with systematic review on a three year cycle. Future investment in cross-disciplinary activities will strategically match areas of highest performance and greatest opportunity, complementing investments in disciplinary depth.

The University will continue to pursue improvements to government funding of research to achieve the goal of 'full funding' and greater infrastructure support and end the reliance on cross-subsidies from international student fee income. Additionally, the University will seek to further diversify research funding sources.







## Second Strand – Learning and Teaching

Teaching is the principal means by which the University disseminates knowledge, trains students as scholars and professionals and prepares the next generation of researchers. Student learning is a crucial strand in the triple helix, and is the original and enduring purpose of a university.

In 2008 the University implemented the 'Melbourne Model', the most significant set of curriculum reforms in the University's history. This model reflects the evolving tertiary educational environment in Europe, Asia and North America, aligning the University with many of the world's top tertiary institutions.

The Melbourne Model consists of six broad, three-year undergraduate degrees, characterised by both disciplinary depth and academic breadth, followed by a professional graduate degree or a research higher degree. Students may choose to enter employment at the end of their undergraduate or graduate degrees, depending on their aspirations. The Melbourne degree structure provides greater flexibility for students, both in terms of subject choice and with regard to timing of vocational decisions.

Crucial to the success of the Melbourne Model is the delivery of a distinctive and high quality 'Melbourne Experience' combining research, learning and external engagement in a cosmopolitan, stimulating and technologically advanced setting. To deliver a unique campus based Melbourne Experience, the University has aligned services with degree offerings through student centres, developed new purpose-designed study spaces, provided wireless connectivity and scheduled common shared time to enable students and staff to engage in activities without clashes. There are still challenges with improving teaching quality, the single most important aspect of the student experience.

The Melbourne Model undergraduate program builds multiple skills in students by engaging them in cross-disciplinary studies, providing disciplinary depth, and sharing the University's graduate attributes.

A balance between traditional disciplinary depth and academic breadth enables students to access knowledge in a variety of ways whilst building strength in a specific field. Breadth studies allow students to learn research and reason in disciplines quite different from their specialty. This broadens their insights and enables them to explain and compare more easily the particular methodologies and paradigms of their chosen disciplines.

There are still challenges the University must face regarding breadth. As a defining aspect of the Melbourne Model undergraduate degree, developing perspective through breadth studies is part of the way Melbourne educates. Concerns over course coherence will need to be addressed by careful examination of student pathways, with significant consideration to the maintenance of student choice. Greater clarity regarding potential pathways for students will be provided, with particular attention given to students who do not get into their first preference for graduate programs. The University programs will evolve to find the right balance between depth, breadth and coherence for all students.

The Melbourne Model graduate programs enable students from a variety of backgrounds to enter highly challenging educational programs specifically designed for individual professions, research programs or for professional development.

Graduate education cannot be viewed as a linear extension of undergraduate programs. Melbourne Model graduate programs differ significantly from undergraduate study in their depth and level of specialisation. Graduate programs are designed to directly prepare students either for specific professions or research studies.



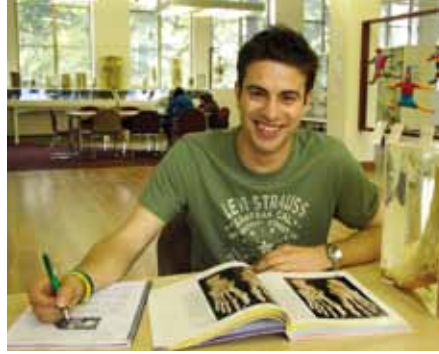
The University will face significant challenges with a shift towards graduate education. Graduate students will be capable of more intense levels of study and will require a purpose designed pedagogy. Programs need to address large variations in student circumstances and backgrounds such as culture, age, career, experience, family responsibilities, educational level, location of undergraduate study and reasons for study. This level of diversity, which will be a strength of the graduate cohort, requires flexibility in the University's modes of delivery.

To deliver a globally competitive standard of graduate education the University will investigate thoroughly the challenges of graduate education through the 2011 Project, with a comprehensive analysis of our graduate offerings due for completion in 2010. Additionally, the important contribution made by Melbourne's residential colleges will be expanded where possible and further integrated with the main campus.

The Melbourne Model will result in a substantial change to the University's student profile. Currently, graduate students represent ~30% of our student load. It is expected by 2013 this will be closer to 50%.

For research higher degree students, the challenge will be to increase our load over time, whilst simultaneously improving completion rate. To achieve this, the University must shift to stricter requirements for RHD entry. Although this may result in a short-term reduction in load, the longer-term effect will be an increased RHD capacity. This capacity shift will be a direct result of supervisors having fewer 'time intense' students. Additionally, the University will pursue consistent, high quality supervisory standards across the campus. Greater focus will also be given to viewing research higher degree students as a significant part of the broader student body.





## Third Strand – Engagement

In 2005, the Growing Esteem strategy introduced the concept of a third core strand of activity for the University 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 2005 we described the third strand as 'external engagement'. This description is still accurate, but must be viewed as having a wider mandate than originally intended. The University has many forms of 'external engagement' which include knowledge partnerships, interactions with alumni, advancement activities and international programs.

Historically, the University has a solid history of partnering with external organisations. These partnerships enable the University to build and apply knowledge. Since 2005, a directed push in this area under the banner of 'knowledge transfer' has led to substantial new programs and helped focus the institution's attention on this third strand of activity.

Despite the success of these activities, the term 'knowledge transfer' has proved inadequate and confusing because it implies a one-way flow. Knowledge transfer does not correctly describe the many 'knowledge partnerships' involving the University. Consequently, the more accurate name of knowledge partnerships will now be adopted.

Knowledge partnerships are the interactions between the University and external groups or individuals that enable the growth and utilisation 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. The University will continue to expand the number and scope of its knowledge partnerships, and ensure effective metrics to promote excellence in these activities.

To be a globally competitive institution, the University will continue to extend and develop its international character. The University's international strategy can only be effective if it permeates every aspect of the institution's activities. The best universities in the world attract their staff and students from all over the globe. At Melbourne, success in attracting the best international staff has been modest. Similarly, only a small number of research higher degree students are graduates from the world's top institutions. The University will work towards having a more 'cosmopolitan' campus, consistent with the finest universities in the world.

As a public-spirited institution, the University must engage with communities in many countries whilst maintaining its unique campus locale. Partnerships that help us achieve our mission will be nurtured, with close links between research and learning and teaching.



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 research and teaching at the University, and in some cases financially support the University in achieving its goals.

In exchange the University has much to offer its alumni. There are numerous public engagement 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 research, 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 launch in 2010 designed to treble the University's annual income from donations and gifts within five years. The University will utilise the new Melbourne Research Institutes to provide donors with opportunities to support work on significant societal problems. Success in advancement requires a coordinated approach to donor interactions, with the common goal of achieving the University's mission.

Collectively, the University's knowledge partnerships, alumni interactions 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.



## Supporting the Vision – Enablers

For the University to realise the ambitions of a refined Growing Esteem strategy, it needs people who share the 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 to achieve the University's goals and master planning of infrastructure.

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.

Likewise, 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.

A continuing shift toward graduate programs will require modification 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.

The University will pursue an administrative philosophy based on the concept of subsidiarity. Subsidiarity requires that decisions be aligned with overall goals, but should be taken as close as possible to where services are delivered and people affected. To achieve this the University has developed an administrative model called Responsible Divisional Management (RDM). RDM splits services in three distinct areas depending on their type: Local, Common and Chancellery. RDM moves decisions from 'committees' to single point accountability.

RDM relies on the University acquiring 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 done on the staff classification system, with the ultimate goal of ensuring all staff feel valued and able to contribute.

Happily, the University of Melbourne is well-served by a committed team who work closely with academics. Recognising and developing this partnership will be a key part of the future.







## Achieving the Vision

The descriptions presented in this document build on the 2005 Growing Esteem strategy; expanding areas that had not been developed, reflecting on work undertaken, and responding to extensive consultation throughout 2009. Like the original Growing Esteem document, this paper provides clear direction for the University.

The University has reason to be proud, but there remain significant objectives still to be realised. The most significant of these are articulated in this document. Of their nature they are only achievable over the longer term and will require University-wide commitment. They are small in number but grand in scope.

There continues to be concern regarding the size and composition of the student body. Despite the best of intentions, the number of students has continued to grow, largely through necessity, without restraint during recent years. It is now time to work systematically towards a more manageable and stable size. Between 2010 and 2015 the University aims to remain at its current 2010 size of about 35,000 equivalent full time students. The student profile should reflect a cosmopolitan balance of cultures, with access based on merit regardless of financial or social background, and be more evenly split between undergraduate and graduate levels.

As the University stabilises and then gradually reduces in size, the need to distinguish itself through quality becomes even more important. Many of the best universities in the world are significantly smaller than Melbourne. By 2015 the University should aim to be among the top ranked institutions in Australia for its learning and teaching, student satisfaction and graduate outcomes according to whatever national definitions are in place at that time.

In addition to being an institution where students have an exceptional experience, Melbourne should also be a place where staff feel valued and able to contribute broadly to the University's vision. By 2015 Melbourne should aim to have the highest staff satisfaction rating within the Group of Eight universities, hold a gender, age and cultural balance in both professional and academic positions approaching that of the best international universities in the world, and have an academic workforce that for the foreseeable future is sustainable in number and quality and outstanding in its achievement.

As a 'Research led' institution, the University of Melbourne's international reputation is closely linked to research performance and impact. Currently the University holds top rank in a variety of metrics related to research performance. By 2015, the University aims to hold top rank in all national indicators of research excellence and impact. Additionally, by 2015 the University will lead Australia in research higher degree recruitment and outcomes. Melbourne will also have formed closer links with the surrounding medical research institutes, building on existing collaboration and training opportunities and maximising the global impact of the entire precinct.

2011 will be the first year in which new generation degree students will enter graduate schools. By the close of 2015 the complete roll-out of the graduate components of the Melbourne degree model will have occurred and graduate school students will have entered the workforce. The University will have changed the Australian community perspective of graduate education and will be providing the best graduate experience in the country according to appropriate national measures.





During recent years the University has experienced significant financial challenges. These have resulted from federal government funding policies and more recently, the impact of global economic conditions. By 2015 the University will have achieved stable and sustainable student and staff profiles and will have the flexibility to strategically invest in the institution's future. Advancement income in 2015 will be three times that of 2009, resulting from a major campaign in 2010. Over-reliance on international student fee income will be avoided through a range of revenue diversification activities. Award programs will contain an educationally appropriate balance of international and domestic students.

Consistent with its promise to be a 'public-spirited' university, Melbourne by 2015 will make substantial reductions to its environmental impact and establish itself as a model of sustainability. Melbourne will lead the Group of Eight in reducing emissions and a cultural shift to a sustainable workplace will be complete. By 2015 Melbourne will be on target to achieve carbon neutrality by 2030.

To be regarded as 'one of the finest universities in the world', the University of Melbourne will need to continue to adapt and improve. The goals articulated above will be challenging to achieve but are consistent with the aspiration to *'grow in the esteem of future generations'*.

In early 2010, this document will inform the development of a new four year University Plan. The University Plan will provide the detail required to pursue our strategic priorities.





# What will the University look like in 10 years?

By 2020, there will be many new aspects of the University, but the distinct 'Melbourne' feel will remain. Alumni will be at home on the campus whilst marveling at the new technological and physical offerings. A seamless interplay will exist between the historic beauty of the campus and the requirements for student engagement a decade from now.

In research, the University will have found a balance between traditional depth and cross-disciplinary activities and be regarded internationally as a pillar of intellectual strength. Work will address major societal concerns whilst simultaneously fulfilling the need for excellence in individual disciplines. Researchers from the University will routinely interact with others globally. Ideas will be effectively communicated to society.

By 2020 students and researchers will benefit from the Victorian Life Sciences Computation Initiative, and the University's engagement with the yet to be built Parkville Comprehensive Cancer Centre. The Parkville Neurosciences building now under construction will be a focal point for activity in the field, as will be the Peter Doherty Institute for Immunology. University researchers will have made significant progress in the development of the world's most advanced bionic eye.

In learning and teaching, the Melbourne Model will have been producing high quality graduates for a decade. The student profile will consist of a near even balance between undergraduate and graduate students. The student cohort will be a diverse mix from all over the world selected from those most likely to be academically excellent, leaders in communities, attuned to cultural diversity and active global citizens, regardless of personal circumstance. Between 2015 and 2020, assuming reasonable funding conditions, the University will reduce the size of the student cohort to improve educational outcomes.

At the undergraduate level, students will have access to clearly defined pathways that lead to external employment, graduate studies or research higher degrees. The combination of breadth and disciplinary depth will be highly valued and a significant reason for students choosing Melbourne.

By 2020 the number of graduate schools will have stabilised, and Melbourne will be regarded as the premier provider of professional training in the southern hemisphere. The graduate student population will be a diverse mix of students that did their undergraduate courses at Melbourne, students from other institutions and professionals wishing to further their education. The graduate classroom will be a place where robust intellectual discourse is encouraged and educational pedagogy is finely tuned to the advanced skills of the graduate cohort.

By 2020, the University will have in place infrastructure and systems that guarantee students have a 'Melbourne Experience' unmatched in quality by other Australian comprehensive research institutions. As part of the campus offerings, students will have greater access to residential programs through colleges and will enjoy a more integrated university campus. Advancement activities over the next decade will ensure appropriate financial support for students in need.

Publicly, the University's degree structure will be considered a 'normal' and 'appropriate' part of the Australian higher education landscape. The University will be regarded as a producer of exceptional graduates and a fine place to work, study or visit. Through engagement programs the University will fulfill its promise to be public-spirited, being part of the local, national and global community within which it exists.



# Conclusion – Melbourne’s Prospects for Growing Esteem

Whatever the current constraints and however challenging the global competition, the University of Melbourne is singularly fortunate.

It enjoys a magnificent campus in a superb inner-city setting, access to the best and brightest students, a long tradition of world-class research and numerous links to cultural, political, industrial and community life.

Thanks to generations of support from graduates and the public, the University can offer the most generous scholarship scheme in Australia, attracting talented students from beyond state and national boundaries. The result is a vibrant and cosmopolitan intellectual milieu.

Given these great advantages, Melbourne can be one of the finest universities in the world. The means to do so are relatively straightforward, if neither easy nor quick.

The University must be tough-minded about what is core to the institution, and focus research effort in areas of relative advantage and importance.

The University must work toward a diverse student mix, with quality graduate programs to ensure its qualifications prepare students for global opportunities.

The University must develop mechanisms for supporting external engagement to develop and apply research and teaching-based knowledge with wider communities.

Together, such initiatives will reinforce the triple helix of academic work that characterises a fine university. They create a Melbourne Experience grounded in one place but with many points of entry to a world of ideas, expertise and possibilities.

The poet William Wordsworth observed that any artists who are great and original face the task of creating the taste by which they will be enjoyed. As it pursues this agenda over the next decade, the University of Melbourne must help widen Australian expectations about the role and composition of higher education. It must argue for diversity within the system so students can choose the type of institution that works best for them. It must present the case for graduate schools as a viable and valuable way to train professionals. And it will need to demonstrate that a different approach to student selection can still achieve equality of opportunity for the broadest range of students.

Since 2005, Growing Esteem has served the University and its community well. With this refinement, Growing Esteem renews its relevance and continues to support the University's desire to be counted as one of the finest universities in the world.



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