



Australian Government

**Department of Industry, Innovation, Climate Change,
Science, Research and Tertiary Education**

2014-16 Mission-based Compact

Between:

The Commonwealth of Australia

and

The University of Melbourne

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This compact is between

The Commonwealth of Australia (**Commonwealth**) represented by and acting through:

The Minister for Tertiary Education, Skills, Science and Research

Assisted by the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE)

ABN 77 599 608 295

Of

Industry House

10 Binara Street

Canberra ACT 2601

And

The University of Melbourne

ABN 84002705224

A body corporate under the University of Melbourne Act 2009

Of

Parkville, Victoria 3010

(University)

A. Policy Setting

The Australian Government believes all Australians are entitled to a productive, fair and prosperous life and our higher education system is crucial to achieving this. Universities impart the skills and knowledge Australians need to realise their personal and professional aspirations and contribute to the broad economic and knowledge base of our society including the cultural, health and civic wellbeing of the community.

Over the term of this mission-based compact (compact), Australian universities will confront a range of opportunities and challenges in fulfilling their social and economic remit. These opportunities and challenges include, but are not limited to, changing national and international educational markets, dynamic global financial arrangements including the rise of the Asian Century, new approaches to teaching and learning, rapidly changing information technologies and evolving priorities for research and innovation.

Australia's universities are well equipped to harness the opportunities and meet these challenges that lie ahead. The 2014-16 compact supports this process by articulating the major policy objectives and the diverse approaches and commitments universities will adopt to achieve these strategic goals over the term of the agreement.

B. The Purpose and Effect of this Compact

This compact is an agreement between the Commonwealth and the University. Entering into a compact is one of the quality and accountability requirements which a higher education provider must meet under the *Higher Education Support Act 2003* (HESA) as a condition of receiving a grant. Specifically, subsection 19-110(1) of HESA requires Table A and Table B providers must, in respect of each year for which a grant is paid to the provider under HESA, enter into a mission based compact with the Commonwealth for a period which includes that year.

The compact demonstrates the Commonwealth and the University have a shared and mutual commitment to provide students with high quality educational experiences and outcomes and to building research and innovation capabilities and international competitiveness.

The compact recognises the University is an autonomous institution with a distinctive mission, operating within a state or territory, national and international higher education environment.

The purpose of this compact is to provide a strategic framework for the relationship between the Commonwealth and the University. It sets out how the University's mission aligns with the Commonwealth's goals for higher education, research, innovation, skills development, engagement and Aboriginal and Torres Strait Islander access and outcomes.

The Commonwealth and the University agree this compact will be published on Commonwealth websites and may be published on the University website.

C. Establishment of the Compact

The Commonwealth and the University agree the Term of this compact is from 1 January 2014 until 31 December 2016.

D. The Principles of Commonwealth Funding Support

The Commonwealth articulates its vision for the higher education sector, through *Transforming Australia's Higher Education System* (available at the [DIICCSRTE website](#)), and the role of universities in driving our national innovation system, through *Powering Ideas* (available at the [DIICCSRTE website](#)).

In supporting Australia's universities, the Commonwealth seeks to promote:

- academic freedom and institutional autonomy;
- a diverse and sustainable higher-education sector;
- opportunity for all;
- access to university based on merit;
- world-class teaching and learning that advances the international standing of Australian education;
- world-class research and research training that advances knowledge, critical thinking and Australia's international standing; and
- responsiveness to the economic, social and environmental needs of the community, region, state, nation and the international community through collaborative engagement.

To ensure Australia's higher education system remains robust and of high quality in a globally connected and competitive world, the Australian Government has adopted and implemented a number of system-wide quality measures including establishing the Higher Education Standards Framework, and the Tertiary Education Quality and Standards Agency (TEQSA).

E. The Structure of this Compact

Part One provides for the Commonwealth's focus for the compact and a description of the University's Mission Statement and Strategic Priorities.

Part Two provides for matters related to improving access and outcomes for Aboriginal and Torres Strait Islander people. It contains Commonwealth objectives, university strategies and performance indicators and targets.

Part Three provides for matters related to innovation, industry and skills and engagement. It also contains Commonwealth objectives, university strategies and performance indicators and targets.

Part Four provides for matters related to teaching and learning including student enrolments, quality, equity and infrastructure. It contains Commonwealth objectives, university strategies and equity targets.

Part Five provides for matters related to research and research training including research performance and research capability. It contains Commonwealth objectives, university strategies, performance indicators and targets.

Part Six provides for general provisions of the compact including compact review, privacy, confidentiality and information sharing, changing the compact and notices.

PART ONE: FOCUS & MISSION

The Commonwealth's Focus for this Compact

The Commonwealth's ambitions for higher education include:

- providing opportunities for people from all backgrounds to participate to their full potential and be supported to do so. This includes supporting the aspirations of Aboriginal and Torres Strait Islander people through improved access and support arrangements. The Commonwealth is committed to ensuring the rate of Aboriginal and Torres Strait Islander people participating in undergraduate and higher degrees by research (HDR), as well as staffing and academic representation, reaches population parity;
- providing students with a stimulating and rewarding higher education experience;
- producing graduates with the knowledge, skills and understanding for full participation in society and the economy;
- better aligning higher education and research with the needs of the economy, and building capacity to respond to future changes in skills needs;
- increasing universities' engagement with all parties and linkages between universities and Australian businesses in particular;
- playing a pivotal role in the national research and innovation system through the generation and dissemination of new knowledge and through the education, training and development of world class researchers across a wide range of intellectual disciplines;
- improving knowledge transfer and commercialisation outcomes;
- consistent with the Asian Century policy framework, ensuring education is at the forefront of Australia's engagement with Asia; and
- being amongst the leading Organisation for Economic Co-operation and Development (OECD) countries in terms of participation and performance.

In support of these objectives, the Commonwealth encourages universities to consider the following important measures in their planning and delivery:

- developing partnerships with schools and other organisations to improve the participation of people from disadvantaged backgrounds in higher education;
- working with business, industry and Vocational Education and Training (VET) providers to provide the Australian economy with the graduates it needs;
- the suite of performance measurement tools being developed through the Advancing Quality in Higher Education initiative, work on quality in research training, and a feasibility study on research impact assessment (including the possible implementation of a mechanism, separate from *Excellence in Research for Australia*, to evaluate the wider benefits of publicly funded research);
- applying the principles and procedures required to support a continuous improvement model for intellectual property; and
- the National Research Investment Plan, including the need for a strategic outlook to address Australian Government priorities and principles at a national level.

1 THE UNIVERSITY'S MISSION AND STRATEGIC PRIORITIES

1.1 The purpose of the University's Mission

The University's Mission sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Commonwealth and the University recognise the University's Mission may evolve.

The University and the Commonwealth recognise the University is an autonomous institution which is responsible for the determination of its Mission and for its aspirations and strategies for their achievement.

1.2 The University's Mission and Strategic Priorities

The University of Melbourne pursues three core strategic objectives — production of globally significant research, provision of internationally recognised degree programs and the expansion and support of well-coordinated external engagement activities. These core strategic objectives and priorities are known collectively as the 'triple helix'. The triple helix represents the tightly bound nature of the University's academic endeavours, each strand reinforcing the other. It defines the institution's character, linking research, learning and teaching, and engagement programs. Each of the three strands is separately resourced, sharply focused and valued in its own right.

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

Research at Melbourne (R@M) is the University's formal research and research training strategy to 2025. It has been prepared in close consultation with staff at all levels of the institution.

To deliver this strategy, the University of Melbourne will rely on three drivers which are central to achieving a 'globally-engaged, comprehensive research-intensive university': people, research collaborations and settings.

As outlined in the Research Strategy, the University of Melbourne's focus is on three Grand Challenges:

1. understanding our place and purpose;
2. fostering health and wellbeing; and
3. supporting sustainability and resilience.

In realising this vision for the Grand Challenges, the University will:

- embed the Grand Challenges philosophy into institutional planning, and into recruitment and research activities, research higher degree programs, precinct development, international linkages and collaborations. Targeted research leadership programs will be developed to align with the Grand Challenges;
- develop a new interdisciplinary initiative in the social sciences, known as the Melbourne School of Government;
- continue to support its six interdisciplinary research institutes and support the creation of a greater number of collaborative teams or networks in the arts, humanities and social science disciplines;
- support a process to give Asia-related research at the University greater coherence and leadership;
- boost the University's capacity in Indigenous research and recruit outstanding Indigenous researchers;
- strengthen capacity and coherence in contributions to the study of genetics and society, build scale and depth in population health and link this to translational health research

through the creation of academic health science centres and the development of the Gateway Health Sciences Project;

- build significantly on existing capabilities around the Grand Challenge of sustainability and resilience through the Carlton Connect Initiative; and
- establish the Melbourne Centre for Innovation and Entrepreneurship, which will help to promote a culture of entrepreneurship and innovation at the University.

A number of innovation strategies are in place to support Melbourne's triple helix approach to higher education. Some examples are:

- The Melbourne Accelerator Program led by the University's Engineering faculty has had a great deal of success in engaging established and successful alumni to mentor and assist young innovators seeking to commercialise their ideas.
- Carlton Connect is a major project of the University seeking to build much stronger links with industry. Part of this project will see the development of an Innovation Academy.
- The University's recruitment campaign as part of R@M seeks to appoint six new staff with deep experience in innovation and industry engagement to help change the culture within the academy and pave the way for further engagement by others across the University.
- The University's research partnerships strategy involves working with key industry partners such as IBM and Kraft (ITRP) who have a strong track record of innovation. Through this collaborative approach, University staff are able to build their innovation-related skills via joint research programs and student internships.

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

The Melbourne curriculum provides students with a uniquely Melbourne experience that reflects a well-established international trend in higher education in the US, Europe and increasingly across Asia.

This globally aligned internationally recognised curriculum cements the University of Melbourne among the best universities in the world and provides its students with a depth in learning and breadth of experience that equips them for their future careers in the public and private sectors.

The final strand is engagement. It encompasses many dimensions of interaction between academic staff and wider society—including knowledge partnerships, advancement and international activities. Through this strand, the University engages in public debate, influences policy, links research and teaching with industry and communities, contributes to the advancement of communities locally and abroad, develops mutually beneficial relationships with alumni and performs as a truly international institution.

In addition to the three core strategic objectives, the University is committed to providing opportunities and services to support the engagement of its diverse student and staff bodies.

The University has a number of action plans to foster student and staff diversity, address underrepresentation of certain groups and to support engagement with the community.

The University's Social Inclusion Plan places priority on facilitating diversity within the University community, celebrating existing diversity and tackling challenges associated with underrepresentation across students, staff and professions.

The University's Cultural Diversity Policy seeks to create an environment where staff and students promote respect and ensure cultural differences are heard and explored and affirms that diversity encompasses differences based on ethnicity, language, religion, value and belief systems, disability, socio-economic background, sexuality, gender, age and educational opportunity.

The University of Melbourne is committed to helping Aboriginal and Torres Strait Islander Australians meet educational needs and aspirations. The University achieves this through

consulting and working with Indigenous communities, through teaching and research offerings and through community interactions.

The Murrup Barak Melbourne Institute for Indigenous Development was established in 2009 to increase the impact of the University of Melbourne's Indigenous programs and maximise the University's contribution to Indigenous development.

The Institute aims to strengthen partnerships with Indigenous Australian communities and make the University of Melbourne 'the pre-eminent institution nationally and globally by attracting Indigenous and non-Indigenous people to study, teach and conduct research in Indigenous studies'. To this end, the University of Melbourne has developed a Reconciliation Action Plan as its overarching strategic platform. Alongside this initiative is an Indigenous Employment Framework to drive activities across the University.

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

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

As a public-spirited institution, the University 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 promoting inquiry and open debate based on evidence and reason.

As an internationally engaged institution, the University works in collaboration with overseas colleagues and students to meet global challenges with intelligence, ingenuity and respect for humanity.

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

To meet this commitment to be 'one of the finest', the University continues to refine its research, teaching and engagement programs through internal quality assurance processes such as reviews and external investigation of market demand for courses. 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. The University 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 the broader public.

PART TWO: ABORIGINAL AND TORRES STRAIT ISLANDER ACCESS AND OUTCOMES

2 ABORIGINAL AND TORRES STRAIT ISLANDER ACCESS AND OUTCOMES

Part Two recognises the important role universities play in supporting Aboriginal and Torres Strait Islander people's personal and professional aspirations through the provision of accessible and supportive higher education programs. Increasing Aboriginal and Torres Strait Islander higher education participation and success is important given the direct benefits for Aboriginal and Torres Strait Islander individuals and communities and broader economic and social benefits for all Australians.

Universities are asked to detail their strategies and targets to improve Aboriginal and Torres Strait Islander access and outcomes over the compact period in this section. Principal Performance Indicators are compulsory and institutions may voluntarily nominate Optional Performance Indicators and targets considered reflective of individual institutional goals.

The Commonwealth recognises that universities have diverse missions and, consequently, targets and performance will vary between institutions. Each university should develop performance indicators and targets to reflect its individual performance and strategic direction.

2.1 Commonwealth Objectives

The Commonwealth is committed to enhancing the participation and outcomes for Aboriginal and Torres Strait Islander people in higher education consistent with the Closing the Gap initiative addressing Aboriginal and Torres Strait Islander disadvantage.

In realising this objective, the Commonwealth has set an aspirational national parity target for Aboriginal and Torres Strait Islander students and staff in higher education. The parity target equates to the proportion of the population aged between 15 and 64 years which is currently 2.3%.

To help achieve this aspirational national target, the Commonwealth has introduced a new focus on Aboriginal and Torres Strait Islander reporting in the compact as recommended by the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People*. Universities should report high level Aboriginal and Torres Strait Islander student and staffing plans and strategies in this part of the compact including performance targets for student enrolments, completions and numbers of general and academic staff. Universities may also report on Aboriginal and Torres Strait Islander initiatives under the Innovation and Engagement, Teaching and Learning and Research and Research Training parts of the compact.

2.2 University Strategies

The Murrup Barak Melbourne Institute for Indigenous Development was established in 2009 to increase the impact of the University of Melbourne's Indigenous programs and maximise the contribution to Indigenous development. The Institute has led the development of a whole of University approach to Indigenous development through an enhanced policy architecture (described below) and the embedding of accountabilities through University business processes. This includes the development of three year Indigenous Employment Plans (for Faculties and Administrative Divisions); three year Indigenous Student Recruitment and Retentions Plans (for Faculties); key performance indicators for Deans (for Indigenous Students and Employment); and outcomes assessment through the Annual Performance Review of Faculties and Administrative Divisions.

The Institute aims to strengthen partnerships with Indigenous Australian communities and make the University of Melbourne 'the pre-eminent institution nationally and globally by attracting Indigenous and non-Indigenous people to study, teach and conduct research in Indigenous studies'.

Commencing in 2013, the Murrup Barak Melbourne Institute for Indigenous Development will be reviewing its key policy drivers, the Reconciliation Action Plan (RAP) and Indigenous Employment Framework (IEF) 2010-2013, and in addition will be finalising the implementation of its University-wide Indigenous Student Plan (ISP) for the period 2013-2017. The approach to the ISP and IEF are described below.

The renewal of the RAP will provide the opportunity for the University to align its approach with the RAP framework developed by Reconciliation Australia and will strengthen the University's strategies in key areas such as cultural recognition.

The University of Melbourne's Reconciliation Action Plan (RAP) can be accessed via the following weblink: <http://www.murrupbarak.unimelb.edu.au/content/pages/university-melbourne-reconciliation-action-plan-rap>

The key principles that underpin the RAP are:

- the RAP is a manifestation of a University wide commitment which is aligned with existing accountability structures;
- the activities in the RAP build and extend on core business activities; and
- the RAP is embedded within core University business and accountability processes as a means of ensuring sustainable actions and results.

The RAP commits the University of Melbourne to six focus areas for action:

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

Employing a whole-of-institution approach to Indigenous student recruitment the University of Melbourne pursues a range of activities to improve access for Aboriginal and Torres Strait Islander Australians to undergraduate study:

- Developing a schools partnership program to provides for a longitudinal relationship with target schools in the public and independent schools sectors.
- Piloting new programs that strengthen aspirations and develop academic capabilities for Indigenous students in the secondary school sectors (such as the Residential Indigenous Science Experience and the Academic Enrichment Programs)
- Develop the Academy of Sport Health and Education, a VET sector program in the Goulburn Valley for Indigenous youth who have disconnected from secondary school, to strengthen the pipeline into postsecondary education including higher education.
- Offering annual on-campus activities for Indigenous students in years 11 and 12 such as University of Melbourne Open Day.
- Identifying Indigenous students for Kwong Lee Dow Young Scholars Program .
- Expand opportunities for Indigenous secondary school leavers to enter the University of Melbourne with an ATAR of fifty and above through transitional academic development pathways such as the Bachelor of Arts Extended. From 2015 it is proposed to further develop these pathways to include STEM disciplines.
- Promote 'Access Melbourne' as a pathway for Indigenous students
- Promote pathways and support structures for Indigenous students who have attained excellent outcomes in year 12.
- Identifying 5-10 Aboriginal students for the Melbourne Connect program.

The University of Melbourne pursues a range of activities to enhance access for Aboriginal and Torres Strait Islander Australians to Research Higher Degree (RHD) Programs:

- Promoting Melbourne as a destination for Indigenous RHD students through various forms of media;

- Auditing Indigenous studies in RHD programs to systematically identify improvement opportunities;
- Hosting an annual Indigenous research seminar; and
- Supporting the Indigenous Graduate Students Association's monthly seminars.

The ISP proposes to enhance the University's efforts in relation to RHD programs. The ISP identifies additional strategies including a review of trend data to underpin a five-year target for indigenous RHD students and will seek to strengthen Aboriginal and Torres Strait Islander related research by:

- Establishing a cross-disciplinary RHD program that provides coordinated point-of-entry support for Indigenous RHD students and RHD students undertaking Indigenous studies;
- Achieving financial sustainability for the Graduate Certificate in Indigenous Research Leadership
- Develop a RHD strategy to underpin the Indigenous component of the University of Melbourne Research Strategy

Strategies to strengthen Aboriginal and Torres Strait Islander related research are further discussed in the Research Training section of this Compact.

The University of Melbourne has a large number of scholarships, bursaries and book vouchers for Indigenous students. The University also provides HECS/HELP-Exempt Scholarships to every Indigenous student enrolling in Faculty of Medicine, Dentistry and Health Sciences Summer School and Winter School courses.

The Murrup Barak Institute works in close collaboration with the University of Melbourne's Wilin Centre for Indigenous Arts. The Willin Centre connects Indigenous visual, design and performing artists with a pathway to a career in the arts. Additionally, the Wilin Centre works to foster innovation in the research, development, advocacy and presentation of Indigenous cultural expressions.

The Murrup Barak Institute also works with the University's student services group to enhance access to these services for Indigenous students. This includes student financial aid, housing support, counselling, well-being services and student advising.

The University's strategies for all aspects of indigenous teaching and learning will be consolidated through the ISP.

This consolidated approach, executed through the ISP will act as the roadmap for the University of Melbourne to achieve parity in educational outcomes for Indigenous students. To this end, the University will pursue the following:

- Recruiting Indigenous students with the potential to succeed in University education, and developing educational innovation and alternative pathways that create the opportunities to realise this aspiration.
- Providing Indigenous students with a high-quality educational experience that nurtures excellence and personal achievement.
- Creating a culturally safe, learning environment for Indigenous students.
- Enabling an enriching and transformative University experience for Indigenous students and recognising the significant contribution these students to make to University life.
- Realising the capabilities of Indigenous Australians who have a transformative impact on Australian society and Indigenous development.

The University's headline indigenous targets are framed by the following objectives:

- To achieve parity in the University domestic student population equivalent to the Indigenous proportion of the Australian population by 2050.
- To plan undergraduate targets based on the proportion of the Prime Student Age population as a proportion of the Australian population to 2050.
- To develop and review commencement, completion and enrolment targets for each five-year period leading to 2050.

- To maintain a completion rate of 75% (measured by the average annual commencements as a proportion of average annual completions) among Indigenous students.

The Indigenous Employment Framework (IEF) 2010-2013 establishes a whole-of-university strategy to coordinate and sustain efforts to achieve a greater representation of Indigenous Australians within the University of Melbourne.

The core components of the Framework include:

- A Whole-of-University Strategic Framework: In order to achieve parity in Indigenous Australian employment recruitment the University strategy looks beyond Indigenous specialist programs alone and promotes shared responsibility for implementation of the framework across the University.
- Indigenous Employment Plans: The IEF requires the development of Indigenous Employment Plans (IEPs) by each faculty and administrative division. The IEPs identify strategies and targets for Indigenous employment that are appropriate to their local context.
- Employment Targets and Performance Indicators: The IEF establishes a process for the setting of Indigenous employment targets and indicators to measure outcomes against its employment targets and Indigenous Employment Plans.
- University-wide Capability Building Strategies: A number of whole-of-university strategies have been designed to support faculties and administrative divisions to develop and implement their Indigenous Employment Plans. These will include the development of tools and resources, best practice models and internal communication processes.
- Executive Oversight with Faculty and Administrative Division Leadership: To ensure appropriate support is given to increasing Indigenous Australian employment, the Framework establishes mechanisms for the oversight and implementation of the strategy involving the Vice-Chancellor and the Senior Executive through the Executive Director, Human Resources and Director of Murrup Barak and the Heads of Budget Divisions.

A number of key outcomes have been achieved in the life of the 2010-2013 IEF. It is proposed that these will either be continued or further developed in the renewed IEF 2014-2016). These include:

- the development of three TAFE Partnerships which provide pathways to employment for Indigenous TAFE graduates in professional positions at the University;
- the development and delivery of an Indigenous Entry Australian Level Recruitment Program (nine Indigenous Australians were employed in various positions across the University in 2013);
- human resources identification systems that provides Indigenous Australian staff with multiple platforms to identify;
- an Indigenous Employment Guide that provides advice and support to managers who want to recruit and retain Indigenous Australians;
- a new streamlined Indigenous Australian Employment Exemption Process that allows the University to exempt suitable positions for Indigenous Australians at its discretion;
- a university-wide approach to advertising in the Koori Mail and on the Indigenous Jobs Australia website;
- an applicant support framework for Indigenous Australians that allows Indigenous Australian to access support to apply and prepare for positions through a single entry point; and
- A University of Melbourne Indigenous Australian Career website.

The 2014-2016 IEF will take into account the University's 2012 review of the implementation of the IEPs. This process has identified strategies to enhance the future implementation of the IEF. It has also identified emerging priorities, which include enhanced support for managers and supervisors, a significantly stronger focus on Indigenous academic recruitment and strategies to support retention. To this end and now that the University's ATSI workforce has significantly increased, a deeper analysis of staff turnover and exit interviews data will be prioritised to inform retention.

2.3 Performance Indicators and Targets

The purpose of the Aboriginal and Torres Strait Islander performance indicators and targets is to assist the University and the Commonwealth in monitoring the University's progress against the Commonwealth's objectives particularly its contribution to reaching national parity.

The University will aim to meet the Aboriginal and Torres Strait Islander targets set out in the following tables.

Note: All calendar year references below refer to the previous year's data collection.

| Principal Performance Indicators | Baseline 2012 | Progressive Target 2013 | Progressive Target 2014 | Progressive Target 2015 | Target 2016 |
|---|---------------|-------------------------|-------------------------|-------------------------|-------------|
| Number of all Aboriginal and Torres Strait Islander student enrolments ¹ | 195 | 205 | 225 | 248 | 273 |
| Number of all Aboriginal and Torres Strait Islander student completions ² | 56 | 59 | 65 | 71 | 78 |
| Number of all Aboriginal and Torres Strait Islander professional/general staff ³ | 34 | 45 | 56 | 67 | 78 |
| Number of all Aboriginal and Torres Strait Islander academic staff ⁴ | 16 | 19 | 22 | 25 | 28 |

¹ Refers to total undergraduate, postgraduate and HDR students by headcount

² See footnote 1 for definition

³ Refers to number by headcount

⁴ See footnote 3 for definition

3 INNOVATION AND ENGAGEMENT

Part Three recognises the important role of universities in our national innovation system, in boosting economic productivity contributions to improved social and environmental outcomes and growth, and in engaging, advancing and inspiring their communities. It also recognises that universities make an important contribution to building connections and partnerships that broaden and deepen Australia's understanding of Asia.

Under three themes: Innovation; Industry and Skills; and Engagement; universities are asked to detail their strategies and targets over the term of this compact. Principal Performance Indicators are compulsory and institutions may voluntarily nominate Optional Performance Indicators and targets considered reflective of individual institutional goals.

The Commonwealth recognises that universities have diverse missions and, consequently, targets and performance will vary between institutions. Each university should develop performance indicators and targets to reflect its individual performance and strategic direction.

3.1 Innovation

3.1.1 Commonwealth objectives

The Commonwealth seeks to build an innovation system that ensures Australia can meet the challenges and grasp the opportunities of the twenty-first century. The Commonwealth encourages innovation by supporting industry-led research, promoting knowledge-transfer activities and the commercialisation of research.

3.1.2 University strategies

While the University has large cohorts of academics focused on Asia, and some of this country's most effective Asia institutes, much of this expertise is dispersed and consequently the University's range of Asia-related research activities are not as prominent as they should be. To help redress this the University will put in place a process to give Asia-related research at Melbourne a much greater profile through coherence and leadership. In particular, the University will seek to develop research relevant to the accelerated modernisation of much of Asia, as well as specialist capabilities in Asian language, culture and history. In this regard, the University recognises that much of its existing research in areas such as business, urban futures, energy and resource management is as relevant to Asia as it is to anywhere in the world. Hence, the University will seek to embed an Asian dimension in relevant research areas and at the same time profile the more specialist Asian research activities.

In terms of commercialisation, the University of Melbourne maximises outcomes from Commonwealth investment by ensuring comprehensive frameworks are in place to capture and develop opportunities borne of University teaching and research. Such opportunities include market-responsive teaching programs such as the Postgraduate Certificate of Commercialisation of Science and the Graduate Certificate in Commercialisation, industry and government access to research skills, knowledge and infrastructure and technology transfer activities.

Commercialisation activities at the University are supported by the commercial engagement services group, UoM Commercial Ltd. UoM Commercial provides the University with the capabilities necessary to manage a large and diverse commercialisation portfolio. In an effort to further optimise commercialisation outcomes, UoM Commercial has implemented a "hub and spoke" commercialisation service which involves the employment within Faculties and Graduate Schools of business development professionals supported by centrally-based commercialisation staff and systems. The model seeks to complement the manner in which research development support is provided to academic staff through Melbourne Research, the University's research division.

The University of Melbourne engages in a number of activities directed at improving commercialisation outcomes. For example, it is a foundation member of Uniseed. Uniseed has a commitment, through pre-seed and seed stage venture capital investment, to commercialise the outcomes of research and intellectual property created within the University of Queensland, the University of Melbourne and the University of New South Wales. It is an important step in forging links between academia and the venture capital community that focus on the commercialisation of innovative ideas and inventions for global consumption.

The University of Melbourne also provides a number of internal funding programs to support the early identification and development of research and innovation opportunities. These include the Research Collaboration Grant Scheme which provides funding to encourage and support researchers in collaborating with industry. The scheme has provided opportunities for researchers and their partners to engage successfully in larger, publicly contested grant schemes such as ARC Linkage. Such outcomes have helped foster new relationships and encouraged further investment in research by partner organisations.

Where possible, the University is moving towards greater use of agreement templates with major external collaborators. This has worked effectively across the Go8 with respect to industry partner agreements for ARC Linkage projects by reducing the time taken to negotiate agreements between institutions. Similar approaches will facilitate external engagement, particularly with government departments, where issues around intellectual property rights, publication, and indemnities can tend to prolong negotiations. Ensuring relative consistency of approach in dealing with external research funders, particularly within the Go8, is a matter that is under regular review by both the University's Research Directors group and General Counsel. The manner in which IP is developed, protected, managed and commercialised by the University is encapsulated in the University's Intellectual Property Statute and Intellectual Property Principles. These aim to foster a culture that supports knowledge creation, knowledge transfer and entrepreneurial endeavour, including through net commercial revenue sharing with creators.

The University of Melbourne continues to seek to improve its management of commercialisation. UoM Commercial has taken part (with the University of Queensland and CSIRO) in a Commercialisation Australia funded pilot study auspiced by Innovation Economics and directed at evaluating models for improving the review of technology transfer opportunities.

While most commercialisation activity is focussed on developing opportunities involving staff, the University continues to devote considerable endeavour towards the support of a strong commercialisation culture among its student body. The University has for some time facilitated various business planning competitions such as the University of Melbourne Entrepreneurship Challenge (MUEC). Recently new programs have been introduced directed at improving student-driven commercialisation activity, such as the Melbourne School of Engineering's Endeavour engineering design program and the Melbourne Accelerator Program (MAP). The latter program seeks to support the development of new ventures by students, staff and alumni that tackle meaningful problems with scalable solutions.

3.1.3 Performance indicators and targets

The purpose of the innovation performance indicators and targets is to assist the University and the Commonwealth in monitoring the University's progress against the Commonwealth's objectives and the University's strategies for innovation.

The University will report principal performance information and aim to meet the innovation performance indicators and targets set out in the following tables.

Note: All calendar year references below refer to the previous year's data collection.

| Principal Performance Information ⁵ | 2012 | | |
|--|------------------------------|---------------------------|----------------|
| Number of patent and plant breeder's rights families filed, issued and held | Filed 58.87 | Issued 51.49 | Held 133.20 |
| Number of all active licences, options or assignments (LOAs) ⁶ executed and income derived | No. 72 | Value(\$) \$2,476,998 | |
| Number and value of research contracts and consultancies executed ⁷ | No. 445 | Value(\$) \$76,813,059 | |
| Investment in spin-out companies during the reporting year and nominal value of equity in spin-outs based on last external funding/liquidity event or entry cost | Investment (\$) \$900,000 | Value(\$) \$2,699,750 | |

Note: All calendar year references below refer to the previous year's data collection.

| Principal Performance Indicator | Baseline 2012 | Progressive Target 2013 | Progressive Target 2014 | Progressive Target 2015 | Target 2016 |
|---------------------------------|---------------|-------------------------|-------------------------|-------------------------|-------------|
| Category 4 Income (c) | \$10.2M | \$11.2M | \$12.3M | \$13.6M | \$14.9M |

(c) Progressive targets are based on the University of Melbourne achieving a 10 per cent annual growth in total Category 4 funding.

3.2 Industry and Skills

3.2.1 Commonwealth objectives

The Commonwealth encourages universities and employers to work together so that courses meet the needs of employers, where relevant. This may include integrating work and learning, meeting professional accreditation requirements and involving employers in course development and delivery.

⁵ This set of performance information does not require targets. Universities will be asked to advise their baseline performance and will report on their future performance in the context of the Institutional Performance Portfolio Information Collection commencing in 2013. Patent and plant breeder right family refers to a group of patent or plant breeder rights applications or grants emanating from a single filing. Note: this question only concerns patent and plant breeder rights families, and is not in reference to families of other forms of registered IP (i.e. trade marks).

⁶ A LICENCE agreement formalises the transfer of technology between two parties, where the owner of the technology (licensor) grants rights to the other parties (licensee). An OPTION agreement grants the potential licensee a time period during which it may evaluate the technology and negotiate the terms of a licence agreement. An option agreement is not constituted by an Option clause in a research agreement that grants rights to future inventions, until an actual invention has occurred that is subject to that Option. An ASSIGNMENT agreement conveys all right, title and interest in and to the licensed subject matter to the named assignee.

⁷ Please use the definition of contracts and consultancies utilised in the National Survey of Research Commercialisation (NSRC). A copy of the survey is available at this URL: <http://www.innovation.gov.au/Section/Innovation/Pages/TheNationalSurveyofResearchCommercialisation.aspx>

3.2.2 University strategies

The University of Melbourne employs a range of strategies to ensure its graduates possess the skills and knowledge to meet the needs of employers. These strategies include direct student coaching and advice on career goals, work integrated learning programs and working with employers and industry associations to ensure professional accreditation requirements are met and that course development and delivery is tailored to meet industry needs.

Student Connect is a program designed specifically to help students with their transition to, through and out of university.

Student Development Advisers work with students on what they intend to achieve from their studies and assist them in realising their employment or further study goals. Specifically, Student Development Advisers:

- discuss and evaluate educational and career goals;
- provide access a range of support and services specific to individual student needs; and
- work with students on getting the most out of the University experience.

The Students@Work Program is an initiative that provides on-campus professional employment opportunities to current University of Melbourne students. The program is designed to provide students with core employability skills whilst enhancing their engagement and connectivity to the University.

Through the Students@Work Program students gain meaningful professional experience in a dynamic and professional environment, have exposure to a different set of learning skills, build important networks across the institution's service points and earn additional income to support their studies. For the University, the benefits include resource scalability at peak times, access to a bright, energetic and IT savvy group of staff.

As a result of overwhelming positive feedback and evidence of the mutual benefits to both the students and employers, the University is committed to significantly increasing the number of Students@Work so many more can take advantage of the initiative.

The University of Melbourne's faculties have well established Industry Engagement Groups that are the vehicle for discussions with industry to ensure professional accreditation requirements are met and that course development and delivery is tailored to meet industry needs.

The Industry Engagement Groups allow the University of Melbourne to work with employers to ensure that Australian workforce needs are considered in the development and revision of courses whilst responding to employers' demands for higher education graduates.

The University of Melbourne's faculties also organise opportunities for students and graduates to participate in Work Integrated Learning.

One of the most successful programs is the Work Integrated Learning Program for Graduates from School of Business and Economics. The project based practicum focuses on addressing information gaps or providing ideas and solutions for building sustainable business practices.

Projects range from measuring economic activity to improving productivity. Recent projects include measuring corporate volunteerism in Ballarat, assessing lifestyle farming versus agricultural production in Gippsland, reviewing the living collection at the Royal Botanic Gardens and measuring organisational Corporate Social Responsibility.

Many projects explore solutions for the challenges facing local sectors such as the retail sector. Projects have included evaluation and recommendations for improvements to Stonnington Municipality's traditional shopping strips, Leongatha's local shopping precinct and Shepparton's mall.

Others have a sustainability focus, including models for changing students' behaviour on campus, a critique of shipping container projects for the Victorian National Parks Association, a carbon life

cycle analysis for SPC Ardmona in Shepparton, and establishing a Revolving Fund for Trust For Nature.

Industry and Skills Engagement with the Education Sector

Through the Melbourne Graduate School of Education, the University engages with the education authorities in Victoria. The University of Melbourne works closely with over 400 early childhood centres and schools to develop teacher candidates in a unique and collaborative partnership.

The University has established an Advisory Board of School Principals and school partners to enable the ongoing relevance and effectiveness of the partnership between the University of Melbourne and schools. They ensure that the training provided to Masters of Teaching candidates delivers the application of knowledge from the University to the classroom as well as providing valuable support to schools.

These linkages ensure that the University delivers programs that meet the current and emerging needs of the profession.

Industry and Skills Engagement in Regional and Rural Areas

The University's rural clinical school at Shepparton focuses on training medical students for the northern Victoria health sector. This program requires a regional work experience component and produces around 65 graduates annually. The University's regional student recruitment success rate is equivalent to 25 per cent of the Australian cohort. This success is due to the institution's long standing network of regional partners that support and provide allied health clinical placements. The University of Melbourne Shepparton Medical Centre is the first purpose built teaching clinic in Australia and was developed to support the University's Rural Clinical School in their supervision and training activities for medical students and junior doctors.

The University is partnered with the Murray to Mountains (M2M) consortium of public health service providers in North East Victoria. The program aims to increase the number and capability of rural doctors by providing a comprehensive training program for Postgraduate first year (interns) and Postgraduate second year medical graduates and an expanded training capacity for practising rural doctors to assist them in obtaining additional skills. M2M was cited as an exemplar of innovation in the 2013 Mason report on the review of Australian Health Workforce Programs to the Federal Government.

The Academy of Sport, Health and Education (ASHE), a joint initiative of the University and the Rumbalara Football and Netball Club, encourages participation in sport to provide education and training in a culturally appropriate environment, particularly for indigenous students. The Academy's many successes have included educating, supporting and mentoring students from regional and remote areas and those experiencing disadvantage. Past student profiles and outcomes can be found at the ASHE website: <http://www.ashe.com.au/default.asp?ID=46>

The University's CRESCENT Project (Community Responsiveness and Engagement through Streamed Clinical Education and Training) is an Aboriginal Community engagement project. The project aims to develop a planned and inter-professional approach to University of Melbourne student placements in Aboriginal health to offer experiences in an Aboriginal health clinical environment. The CRESCENT project is working toward the development of a best-practice model of engagement for health science students in Aboriginal health services, which could be modelled and adopted in other regions nationally. The University will also use experiences from the project to inform and reform curricula with regard to community clinical placements in Aboriginal health.

Industry and Skills Engagement with the Vocational Education and Training sector

With the support of the Victorian Department of Education and Early Childhood Development's Regional Partnerships Facilitation Fund (RPF), the University of Melbourne is leading two key projects seeking to improve pathways from VET/TAFE to Higher Education in regional areas.

In partnership with Goulburn Ovens TAFE and Wodonga Institute of TAFE the University's Dookie Campus developed the Regional Gateways Framework for the Hume Region in 2011. These programs aim to address the issue of low participation rates of students from regional, rural and

remote Victoria in higher education by providing flexible and part time study options and technology enabled learning to assist with pathways to University, whilst enabling students to remain in the local workforce.

The first phase of the program (to be completed in 2013) will provide the platform, infrastructure and methodology to extend education to students in regional areas.

The second phase will see the collaboration between the University's Creswick Campus, the University of Ballarat, Sunraysia TAFE, Bendigo TAFE, Timber Training Creswick and Southwest TAFE deliver an Integrated Land Management Curriculum for Victoria (ILMCV) in late 2013.

The program will be delivered through eighteen campus locations covering the west of the State (including Greater Geelong, Barwon South West, the Grampians and Loddon Mallee).

The ILMCV will benefit industry in the region by up-skilling the workforce in the management of land and natural resources which underpin the regional economy in the west of Victoria. Curriculum development in the ILMCV will be guided by the Victorian Regional Think Tank, an advisory board linking government, industry and the community in the west of the State. Each of the programs also include an industry-based learning component, which increases work readiness for school leavers and enables mature students to remain engaged with industry while undertaking further education.

3.3 Engagement

3.3.1 Commonwealth objectives

As part of its social and economic remit and as an important precursor to innovation, the Commonwealth encourages universities to engage with all levels of government, other universities, businesses, schools, the vocational education and training sector, employers, the professions, research institutions and the wider community including international partners particularly those in the Asian region.

3.3.2 University strategies

The University has pursued a strategy of establishing key partnerships with organisations to help shape research, teaching and learning strategies and ensure end-user impact. An example of this is the multifaceted collaboration with IBM, which resulted in IBM's decision to co-locate a global Research and Development laboratory at the University, one of only a few world-wide. The University is also co-ordinating multilateral partnerships, such as in the Institute for a Broadband Enabled Society, which brings together key players in that field, including Alcatel Lucent, Cisco and Huawei. The introduction of the Research@Melbourne Strategy will provide greater opportunities to foster further partnerships that will boost the focus and impact of research performance, bolstering efforts to improve all dimensions of the human condition.

Key to the partnership strategy is the University's Engagement and Partnerships Office which:

- Brokers and manages university-wide partnerships with organisations in the corporate, government and community sectors that meet strategic outcomes for the university and create shared value for all partners;
- Builds and develops partnership skills and knowledge across the University; and
- Raises awareness of partnership outcomes externally.

Objectives of this Office include:

- Increase the University's ability to build and sustain partnerships with the corporate, government and community sectors;
- Increase the internal and external audience reached with stories about effective engagement and partnerships through a wide range of communication avenues; and
- Increase staff and partner participation in the University's reward and recognition initiatives for engagement.

The University draws on an international best practice partnering framework to scope, develop, manage, monitor and review University-wide partnerships.

The University's strategic partnership with the Carlton community and the City of Melbourne supports the movement and exposure of staff and students within the local community through participation in the delivery of community events, projects and initiatives.

The University's long standing partnership with the Brotherhood of St Laurence focuses on a joint research agenda that addresses social inclusion across the life course. A long-term outcome is for this partnership to help shape the social inclusion and poverty-prevention policies of parties across the political spectrum.

The University's partnership with Zoos Victoria draws on expertise in animal medicine, science and botany to work towards delivering significant benefits in biodiversity, conservation and sustainability in Victoria. By partnering with a zoo-based conservation organisation research collaborations have moved away from traditional pure research to the application interdisciplinary analysis of animal/plant ecosystems to help fight the extinction of some of Victoria's most threatened species.

The University has pursued a strategy of establishing deep partnerships with leading organisations to help shape its research agenda and ensure greater end-user impact.

The University currently has six interdisciplinary research institutes (the Melbourne Research Institutes Portfolio) that bring together researchers from across the University to form new collaborations and to tackle large, complex societal problems.

Recognising the breadth of University activities, partnerships are not limited solely to scientific and technical fields. An example is the University's partnership with the community of the Goulburn Valley which spans several fields from Indigenous issues to agriculture and education and has involved partnering with local Indigenous organisations to launch the Kaiela Institute. The Institute is a merger between the Kaiela Planning Council and the Koori Resource Information Centre. One of the key initiatives of the formal partnership is a program created through the University's links to Leadership Victoria which provides leadership training and mentoring for Kaiela Institute staff to support the development of a strong management base.

The Research@Melbourne strategy includes a suite of strategies to strengthen its existing partnerships and collaborations on all levels (and is described further in the Research section of the Compact). The research development function within the Research Division has been expanded to support academics in this activity, and to participate effectively in engagement programs at State and Commonwealth levels. This research-focussed function complements the broader services provided by the University's Engagement and Partnerships Office.

A number of recently approved initiatives will focus on growing research income from categories 2-4, thereby developing stronger collaborations and engagement with industry, and greater collaboration within key regions internationally, this includes the University of Melbourne's Carlton Connect Initiatives Fund that seeds innovative research projects in partnership with government and industry.

The University of Melbourne is strongly committed to supporting the Federal Government's major research collaboration initiatives, including the Australian Research Council (ARC) Linkage program and the CRC program. In recent years the University has significantly strengthened its engagement with the ARC Linkage program and has provided dedicated support to its academic staff to encourage them to make use of the program in building strong linkages outside the University. The University has also been a key supporter of the CRC program, as displayed by its participation in 15 CRCs. The University sees significant value in these programs and is committed to ensuring that its staff are fully engaged with them.

The University of Melbourne has strong commitment to engagement in Asia, and providing opportunities for Australian students a key focal point of the University's international

engagement strategies in the region. The University has enjoyed solid growth in total mobility in recent years, with short term programs to Asia a key initiative in leveraging increased student mobility participation. Specific opportunities include:

- More than 40 short term programs to Asia currently being offered by the University, with this list growing each year;
- Breadth of program options are expansive, including programs from accounting to language, forestry to creative arts – programs are available in a significant proportion of discipline areas;
- An expanding student exchange destination list in Asia, with strategic decisions on new partners in identified priority countries in the region such as the China 9/Go8 student exchange initiative;
- Consideration of utilising third party providers to engage in the region where links/resources don't currently exist; and
- The development of an institutional AsiaBound Student Mobility Plan which will complement the international engagement plans at Melbourne and guide the direction of new opportunities for staff and students in the region, including a focus on student outreach and promotion on campus.

3.3.3 Performance indicators and targets

The purpose of the engagement performance indicators and targets is to assist the University and the Commonwealth in monitoring the University's progress against the Commonwealth's objectives and the University's strategies for engagement.

The University will aim to meet the engagement performance indicators and targets set out in the following table.

Note: All calendar year references below refer to the previous year's data collection.

| Principal Performance Indicators | Baseline 2012 | Progressive Target 2013 | Progressive Target 2014 | Progressive Target 2015 | Target 2016 |
|---|---------------|-------------------------|-------------------------|-------------------------|-------------|
| Number of active collaborations with industry and other partners in Australia (c) | 1623 | 1623 | 1623 | 1623 | 1623 |
| Number of active collaborations with industry and other partners overseas (c) | 161 | 161 | 161 | 161 | 161 |
| Category 3 Income (d) | \$79.9M | \$87.9M | \$96.7M | \$106.4M | \$117.0M |

(c) The University's Research Agreements system was used to determine the number of Australian and Overseas i) Joint Research Grant with other universities and research organisations and ii) active collaborations and partnerships with Industry and Other. Organisations listed on agreements were categorised into one of four categories; Aust-Uni/ResOrg, Int-Uni/ResOrg, Aust-Ind/Other or Int-Ind/Other. This method will have under-reported the actual number of collaborations and partnerships active at the University in any one year. Not all collaborations and partnerships as defined in this Compact are captured by the University's Research Agreements module. As some volatility can be expected from year to year a rolling average has been calculated.

The University of Melbourne has taken the decision to keep the number of partnerships stable over the Compact period. The University's priority in the medium term is to enhance the quality of its collaborative arrangements. The focus will in part be on building strategic partnerships and collaborative arrangements at a whole of University level.

(d) Category 3 Income progressive targets are based on the University of Melbourne achieving a 10 per cent annual increase of Category 3 funding.

4 TEACHING AND LEARNING

4.1 Student enrolments

4.1.1 Commonwealth objectives

The Commonwealth is committed to expanding higher education to provide high quality opportunities for people of all backgrounds to participate to their full potential. An expanded higher education system will educate the graduates needed for Australia's future economy, which will be based on knowledge, skills and innovation.

The main objectives of the Commonwealth are to ensure that:

- by 2025, 40 per cent of all 25 to 34 year olds will hold a qualification at bachelor level or above;
- by 2020, 20 per cent of undergraduate enrolments should be students from low socio-economic backgrounds;
- national parity for Aboriginal and Torres Strait Islander students and staff is achieved over time; and
- universities are producing graduates that meet the nation's skills needs.

These objectives are supported through the Commonwealth Grant Scheme and, in particular, the demand driven funding of students in bachelor level courses.

4.1.2 University strategies

The University of Melbourne is well into the second phase of implementing the new learning and teaching curriculum which commenced in 2008. By the end of 2015 the first cohorts of all the University of Melbourne's professional graduate courses will have entered the workforce and the transition to the new Melbourne Curriculum will be deemed complete.

As part of the transition to the Melbourne Curriculum, most undergraduate professional entry degrees were reconceptualised as graduate programs and launched as professional Masters Degrees. These included programs in Medicine, Dentistry, Engineering, Education and Veterinary Science.

The first two cohorts of students from the Undergraduate Melbourne Degree programs graduated in 2010 and 2011. Just over 70% of these graduates applied for further study at the University. Around 52% applied for graduate coursework programs. This strong level of retention has contributed to annual increases in total enrolments from local and international students in the University's new suite of professional graduate programs. Progress to date in implementing a new and distinctive Melbourne Curriculum has been pleasing, with domestic and international students responding positively to a more diverse range of coursework programs.

The effectiveness of the new Melbourne curriculum is also apparent from the strong demand for undergraduate courses as shown by the increase of 19% in VTAC first preferences in 2012 over 2011 and a further increase of 3.8% in 2013 over 2012. In particular the broadly-based Bachelor of Arts and Bachelor of Science now enjoy high levels of demand which is translating into high and increasing clearly in ATAR ranks, notwithstanding the large number of places available in each program.

The University's postgraduate CSP load remains within close proximity of the targets set in its annual funding agreement with the Commonwealth. However this continues to provide sub-optimal outcomes for enrolments in a number of strategically significant professional entry programs. If and when the opportunity presents, the University will seek additional postgraduate CSP places to address the strong demand for professional masters programs and ensure professional programs associated with national skills priorities or workforce shortages can continue to contribute in a timely manner to national workforce needs.

Consistent with the terms of its agreement with the Commonwealth, the University has a need to continue to shift some CSP places from undergraduate to postgraduate to complete the transfer of professional training programs to graduate entry. The University would welcome the opportunity to operate its total CSP profile within an overall funding envelope allowing it more flexibility to move CSP places between sub-bachelors, bachelor and graduate clusters in response to continuing changes in student demand and institutional strategy.

Table 1: The University of Melbourne CGS Funding 2008-2016

| | Actual | | | | | Current Projections | | | |
|--------------|--------|-------|-------|-------|-------|---------------------|-------|-------|-------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| UG | 17613 | 17614 | 17625 | 17064 | 15491 | 15491 | 15491 | 15641 | 15783 |
| UG Desigt | NA | NA | NA | NA | 785 | 558 | 380 | 500 | 500 |
| PG | 1587 | 2287 | 2789 | 3668 | 5207 | 5870 | 6602 | 6814 | 6949 |
| Total | 19200 | 19901 | 20414 | 20732 | 21483 | 21920 | 22473 | 22955 | 23232 |

Note on Current Projections: UG (Undergraduate) places are as per the University's April estimates submitted to the Commonwealth. UG Desigt (Undergraduate Designated) places reflect the University's submission to the Commonwealth in response to the 2013-14 Budget announcement that additional places may be available. PG (Postgraduate) projections reflect the University's desired CSP load as discussed with the Commonwealth during the 2014-16 Compact negotiation process.

Sub bachelor planning – 2014-16 period

The University of Melbourne's sub-bachelor programs focus in particular on providing students with the opportunity to build on skills while concurrently enrolled in another course or to develop proficiency before entering tertiary education. The key programs are diplomas in Languages, Mathematical Sciences, Informatics, Music and the U21 Diploma in Global Issues.

These Diploma programs allow students to enhance their skills in designated areas with or without previous training whilst offering students the opportunity to concurrently undertake a University of Melbourne Bachelors degree.

From 2013 the University will be seeking to increase its sub-bachelor profile to expand the range of programs offered in languages of national priority such as Mandarin, Hindi, Indonesian and Japanese

As the opportunity presents, the University will be seeking to work with the Commonwealth with a view to increasing the number of places in its sub-bachelor programs to allow for the anticipated increase in demand.

Bachelor degree planning – 2014-16 period

Demand for the University's new suite of undergraduate Melbourne Degree programs has increased year on year since they were launched in 2008. Notwithstanding this, intakes into these programs are projected to remain relatively stable over the Compact period. As a result, entry standards which have already lifted to high levels are expected to continue to rise.

For the period 2014-16, the University is not anticipating any significant shifts in enrolment patterns. Therefore the allocation of funded load across discipline clusters is expected to be relatively stable.

The University will continue to work with the Commonwealth to ensure that as far as practicable subsidised student load remains within permitted funding parameters. The University has observed an increase nationally in the demand for undergraduate Agriculture studies over the past two years, with Victoria experiencing the strongest demand. In the event that growth in demand continues, as opportunity presents, the University will be seeking additional CSP places to support a much needed resurgence in training in Agriculture and related disciplines, a significant part of which takes place at the University's Dookie campus.

The University continues to assure the quality of its undergraduate cohort by publishing in advance the clearly-in ATAR ranks for entry into each of its five core Melbourne undergraduate

courses. In addition, through its Melbourne Access Program, lower guaranteed clearly-in ATAR ranks are published to promote the availability of places for students from financially or educationally disadvantaged backgrounds. In 2013, 37.1% of total undergraduate CSP enrolments were Melbourne Access Program eligible students.

Postgraduate planning – 2014-16 period

The University of Melbourne has experienced strong demand for postgraduate places in recent years for its professional entry programs. As a result the University projects an increase in the student intake by around 10% over the 2014-2016 period, overwhelmingly from students enrolling in fee-paying programs. Without a change in Commonwealth policy, the intake of local CSP students into professional entry graduate programs will remain capped at currently agreed levels.

Notwithstanding the significant funding and student profile issues, the University acknowledges the considerable support and guidance offered by the Commonwealth, particularly in relation to the University's implementation of the Melbourne Curriculum and looks forward to continuing to work with the Commonwealth in finding a mutually acceptable arrangement.

Medical planning – 2014-16 period

The University of Melbourne will continue to operate within the load and funding policy settings provided by the Commonwealth in relation to medical places, including in relation to domestic and international fee paying places.

The University is committed to the development of an integrated health training pathway to meet the current and future needs of Australia's Health Workforce. As a graduate program with an integrated community approach, the Doctor of Medicine (MD) attracts a diverse student profile better able and willing to serve a heterogeneous population.

The University of Melbourne offers medical students a diverse range of training opportunities in the Northern and Western suburbs of outer metropolitan Melbourne and at the University's rural clinical schools (at Shepparton, Wangaratta, Ballarat, Bendigo).

Importantly, the University's medical teaching and training programs are benefited by 150 years of medical training at the University of Melbourne and a range of new teaching and training infrastructure in metropolitan, rural and community areas.

Currently the University has an intake of 255 CSP places into the Doctor of Medicine program as outlined in the current funding agreement with the Commonwealth. The University of Melbourne is operating within the Commonwealth-determined cap on the number of commencing domestic fee paying students, i.e. 45 places annually and similar constraints applying to places for international students.

Although the University understands that the Commonwealth-nominated capacity is directly linked to the shortage of national medical training places, the University stands ready and able to increase intake into its graduate MD program, including in respect of places delivered in regional and outer metropolitan areas. To this end the University of Melbourne is committed to assisting the Government and other key stakeholders in addressing the broader national workforce issues surrounding the provision medical training.

4.2 Quality

4.2.1 Commonwealth objectives

A focus on teaching and learning quality underpins the Commonwealth's vision for Australia to be one of the most highly educated and skilled nations in the world.

The Commonwealth has made a commitment to provide more autonomy to universities through the removal of funding caps on Commonwealth supported bachelor level places. In turn, the Commonwealth requires the University to participate in the higher education quality arrangements which are overseen by the Tertiary Education Quality and Standards Agency. The arrangements are designed to support academic autonomy while ensuring that the achievement

of standards can be demonstrated and that there is a strong focus on enhancing the quality of teaching and learning while expansion of the higher education system meets national participation ambitions.

The Commonwealth's commitment to quality is demonstrated through initiatives such as the Office for Learning and Teaching, which provides a suite of grants, awards and fellowships to recognise quality and promote innovations in learning and teaching.

The University also has obligations under the quality and accountability requirements in Division 19 of HESA. This compact does not change those obligations.

4.2.2 University strategies

The University of Melbourne's aspirations for the quality of its academic programs are expressed in five strategies in the University Plan 2011-2014:

- to offer a distinctive and excellent Melbourne Curriculum;
- to deliver an outstanding student experience;
- to offer outstanding graduate education through world-class graduate schools;
- to support students in maximising graduate outcomes; and
- to encourage and reward excellence and creativity in learning and teaching practice.

At the undergraduate level, the University of Melbourne's curriculum has been designed to situate the development of a deep understanding of a chosen discipline area within a broad and international context, ensuring that graduates not only develop strong intellectual foundations in their chosen discipline area but also acquire well-developed generic skills and a capacity to work adaptively in settings that are professionally and culturally diverse. At graduate coursework and research levels, programs take pedagogical advantage of students' greater maturity, skills, knowledge and diversity to provide research-intensive, cohort-based, and professional and research learning experiences with advanced learning outcomes. A variety of co-curricular opportunities and a strengthened and coordinated approach to student services support these curricular goals.

The role of academic staff in designing and delivering all forms of learning experience and interacting with students is crucial and the University encourages and rewards excellence and creativity in learning and teaching practice in a number of ways. The University's policies on staff development, performance appraisal, confirmation and promotion and recognition continue to emphasise the importance of learning and teaching excellence. For example, the promotion criteria for Teaching and Research staff require inter alia that staff members demonstrate with respect to teaching and learning: a high level of achievement and promise (for promotion to level B); excellence (promotion to level C); or exceptional distinction (promotion to levels D or E). The University Plan 2011-2014 seeks to increase the participation of staff in programs designed to build and support excellent practice, including the Graduate Certificate for University Teaching (GCUT) and the Melbourne Teaching Certificate. Both of these programs include development of skills and experience in peer review of teaching. In addition, professional development opportunities for teaching and learning continue to be augmented, and in 2013-14, additional offerings will include: new GCUT subjects for academic staff on student advising; new professional development opportunities in eLearning and online learning; and a specialist certificate for PhD students in foundational skills for teaching and learning. Through support of seminars, workshops and various learning and teaching-focussed networks as well as facilitation of higher education research across the institution, the University's Centre for the Study of Higher Education helps to foster a critical and scholarly approach to learning and teaching practice. Wherever possible, the University adopts an evidence-based approach to policies, processes and practices relevant to learning and teaching and draws on external benchmarks and extant scholarship, including that funded by the Office for Learning and Teaching. The Academic Board's Teaching and Learning Development Committee and the Deputy Vice-Chancellor (Academic) oversee various working groups focussed on improvement in learning and teaching policies, processes and practices.

Faculty, university and national awards for excellence in learning and teaching serve to identify outstanding practice. Two annual rounds of funding for learning and teaching initiatives (\$1.6 million in total for 2013) support innovation and improvement in teaching and learning practice. In addition, student perceptions of the effectiveness and quality of learning and teaching serve as key targets in the University Plan 2011-2014 and are routinely used in both the annual performance reviews for academic divisions and the systematic cyclic reviews of course quality.

The role of professional staff in enabling an outstanding student experience is equally vital. A large number of professional development opportunities are also available for professional staff, including a Graduate Certificate in University Management, offered through the LH Martin institute.

The implementation of a re-designed Student Services Model is now complete, providing a seamless and coordinated network of distributed student services in locations and forms convenient to students and tailored, where appropriate, to the requirements of each student's degree and/or major discipline. Services include student advising, academic support, administrative functions, support for work experience, careers, volunteering and leadership activities, and a range of health and wellbeing services. The University of Melbourne's Student Services Model is supported by a comprehensive and rigorous evaluation framework intended to drive ongoing improvement.

The specific quality commitments in the University Plan 2011-2014 are to achieve, by 2015:

- A mean of 4.0, by academic unit, in the University's Subject Experience Survey (SES);
- By New Generation Degree and Graduate School, mean percentage agreement on the Melbourne Experience Survey (MES) for overall satisfaction with student services and satisfaction with student/academic advising services of 80% (70% on both measures by 2013);
- National ranking by Field of Education in national indicators of graduate outcomes, including Course Experience Questionnaire (CEQ) Generic Skills scale and Graduate Destination Survey (GDS) positive graduate outcomes, i.e. the combined percentage of those in further study or in full-time employment 4 months post graduation: top 5 rank (undergraduate), top-ranked (graduate);
- Enrolments of at least 100 academic staff per year in the Graduate Certificate in University Teaching (GUCT), and enrolments of 50 academic staff per semester in the Melbourne Teaching Certificate (MTC).

New targets will be set in 2014 for the planning period to follow.

Steps that have been or are being put in place to achieve these goals include:

- The development by all faculties and graduate schools of a plan to achieve both University Plan targets as well as specific faculty/graduate school targets for improvement and excellence of teaching and learning;
- A new Student Connect program for undergraduate students designed to encourage multiple contacts with every student at the beginning and at important later decision points during their degree, and with the aim of assisting students over time to align the planning of their University experience and their longer term aspirations;
- Launch of new forms of technology support for students' learning experiences, including: upgraded wireless network; a new Student Portal; mobile Learning Management System (LMS) access; system support for student advising; enhanced eLearning tools;
- A range of peer support and mentoring programs designed to enhance engagement;
- A step-change in the development of improved and innovative approaches to teaching, learning and assessment, including creative use of technologies to enable more interactive and effective learning experiences, through a substantially increased investment in learning and teaching innovation;
- Systematic improvement in clarity of expected standards and of alignment of learning experiences with learning objectives, including for a broad range of generic attributes;

- Improved informal feedback between staff and students at subject level;
- The establishment of an effective capstone component in all bachelor and masters degrees;
- Increased opportunities for experiential learning in a variety of community, industry, workplace and research settings;
- Improved career and advising support, including 'post-graduation' support programs to ensure effective transition to work;
- Development of a concurrent Diploma in Professional Practice to provide opportunities for internships and focussed skill development relevant to workplace settings for students who are not planning further study following the completion of a Bachelors degree.

While measured progress towards achievement of the 2015 learning and teaching targets has been slow for the highly-lagged CEQ measures (and, disappointingly, measures declined relative to the sector in 2011), promising improvements in indicators have been observed in 2012, including in SES, MES, CEQ, International Student Barometer (ISB) measures and GDS positive graduate outcomes. The University of Melbourne remains committed to achieving its ambitious quality targets and remains focussed on their achievement via the systemic review and analysis of student experience, student outcomes and the quality of teaching and learning.

Note: All calendar year references below relate to projects and awards in that calendar year.

| Principal Performance Indicators | Baseline 2012 | Progressive Target 2013 | Progressive Target 2014 | Progressive Target 2015 | Target 2016 |
|---|------------------------|--------------------------------|--------------------------------|--------------------------------|------------------------|
| Number of active learning and teaching projects supported by the PELTHE8 program where the University is the lead institution | 5 | 6 | 6 | 7 | 7 |
| Number of active learning and teaching projects supported by the PELTHE9 where the University is a partner institution | 4 | 4 | 5 | 6 | 6 |
| Number of citations for outstanding contributions to student learning | 6 out of a possible 8 | 6 out of a possible 8 | 7 out of a possible 8 | 7 out of a possible 8 | 7 out of a possible 8 |
| Number of awards for teaching excellence | 0 out of a possible 10 | 1 out of a possible 10 | 1 out of a possible 10 | 1 out of a possible 10 | 2 out of a possible 10 |
| Number of awards for programs that enhance excellence | 0 out of a possible 10 | 1 out of a possible 10 | 1 out of a possible 10 | 1 out of a possible 10 | 1 out of a possible 10 |

⁸ Promotion of Learning and Teaching in Higher Education - the program provides learning and teaching grants, awards and fellowships and is administered by the Office for Learning and Teaching.

⁹ See footnote 10 for definition.

4.3 Equity

4.3.1 Commonwealth objectives

The Commonwealth is committed to a fair and equitable higher education system that provides equal opportunity for people of all backgrounds to participate to their full potential and the support to do so.

In particular, the Commonwealth has an ambition that by 2020, 20 per cent of higher education enrolments at the undergraduate level will be people from low socio-economic status (SES) backgrounds.

The Commonwealth expects all universities to play a part in meeting the Commonwealth's higher education participation ambitions, consistent with the objectives and regulatory requirements of Commonwealth funding.

The Commonwealth funds a range of programs to encourage and support access to and participation in higher education by people from low SES backgrounds and other under-represented groups, including the Higher Education Loan Program and Student Income Support.

The Commonwealth will monitor the University's equity performance through the reporting requirements and evaluations of programs and initiatives. The University's performance in meeting equity objectives will also be linked with teaching and learning Performance Funding targets.

Universities have obligations under the fairness requirements in Division 19 of HESA. This compact does not change those obligations.

4.3.2 University strategies

The University of Melbourne is committed to diversifying its student population and ensuring fair and equitable access to its courses. The University's equity strategy has two distinct foci:

- undergraduate access, participation and outcomes, and
- graduate access, participation and outcomes, in particular ensuring equitable access to the high-level professional and research education that leads to professional careers and intellectual and community leadership roles.

The two phases of equity inherent in the Melbourne curriculum structure provide new opportunities and pose new challenges for the University in advancing equity. Influencing significant participation shifts for populations whose under-representation has been stable and persistent over many years is a significant challenge, but one for which the University is making progress. The University seeks to achieve the following broad goals over the 2014-16 period:

- to increase steadily the proportion of students from low socioeconomic status backgrounds, students from schools under-represented at the University of Melbourne and other disadvantaged students admitted to undergraduate courses while maintaining national leadership in undergraduate retention, progression and success rates;
- to foster the composition of student cohorts in its graduate schools that reflect the demography of the wider community, and thus to contribute to professions being more representative of the community, and
- to improve the access of Indigenous Australians to the University's undergraduate and graduate programs and to improve the outcomes for Indigenous students.

The University's mechanism for achieving these goals includes a Social Inclusion Plan that contains strategies for integrated outreach, recruitment and selection practices and a commitment to at least maintaining the already high success and retention ratios for students from equity groups. The University's goals for Indigenous student access and participation are expressed in its Reconciliation Action Plan (RAP), the development and implementation of which is being overseen by the Director of the Murrup Barak Melbourne Institute for Indigenous Development. The Deputy Vice-Chancellor (Engagement) and the Pro-Vice Chancellor (Equity and Student

Engagement) have responsibilities for addressing issues of student equity, working closely with the Provost and the Director of the Murrup Barak Institute for Indigenous Development.

The University's equity activities will be clustered and refined around the following four areas:

- Discovering Melbourne: outreach activities that legitimise and foster aspiration and attainment for study at the University across a wider cross-section of the community;
- Admissions: continued use of selection criteria through the 'Access Melbourne' program that are designed to admit a more diverse group of high potential students;
- Student Support: programs to support the attainment for all students of graduate attributes and prepare students from diverse contexts for access to the professions and intellectual and community leadership roles, and
- Research & development into social inclusion: activities underpinned by research (including with Group of Eight partners) into the causes of under-representation.

Specific strategies to achieve the University's equity goals include:

- the continued refinement of 'Access Melbourne' as a mechanism for recognising the effects of educational disadvantage on school-leaver achievement and preparedness;
- the continued development and refinement of the Guaranteed ATAR for entry to undergraduate courses for students in designated equity groups;
- the continued development of the Kwong Lee Dow Scholars program which engages Year 10 students from all Victorian secondary schools in activities designed to strengthen aspirations for undertaking university study;
- the development and implementation of programs specifically targeted at students in schools presently under-represented at the University;
- a review of the selection criteria and admissions processes for undergraduate courses with the objective of identifying able students of the highest potential from across a broader community cross-section;
- strategic contributions to community development and existing partnerships in inner Melbourne and in the Goulburn Valley region, including through development of the University's partnerships with The Smith Family and the Indigenous community through the Kaiela Institute and the Academy of Sport, Health and Education (ASHE) in Shepparton;
- outreach partnerships through the LEAP consortium with other Victorian universities to address issues of low awareness and aspiration among secondary school students about professional pathways;
- the development of a Diploma in General Studies in collaboration with GOTAFE and Albury-Wodonga TAFE, funded by the Victoria Regional Participations Facilitation Fund, and exploration of further possibilities for and potential of partnerships with TAFE institutes;
- the development of a pathway program in partnership with Trinity College, a residential college affiliated with the University, targeted at low SES students who would not normally meet the University's academic entry requirements;
- the development of new strategies to ensure that all students admitted to courses achieve their academic potential, including resources to support housing, food and medical services for students experiencing periods of need, and
- the ongoing development of the Murrup Barak Melbourne Institute for Indigenous Development as a focal point for Indigenous student recruitment and support.

The University anticipates the achievement of its equity commitments will be influenced by broader developments in both preparatory and higher education systems. Lag times between policy development and program implementation and outcomes are likely. Over the life of the 2014-16 Compact, the University will seek to collaborate with Commonwealth and Victorian Governments and the tertiary education sector to enhance measurement of the impact and outcomes of equity initiatives including:

- monitoring of low SES student performance (through use of suitable proxies during the period of sector-wide indicator development), beyond pass/fail and with enhanced cohort analysis in generic survey instruments;

- through collaboration with the Commonwealth Government, the establishment of an indicator for measuring the socio-economic status of graduate students, and
- through collaboration with the Victorian Government Department of Education and Early Childhood Development, monitoring aspiration and attainment during preparatory schooling.

The University's commitment to deliver its equity strategies will be undertaken within the size of its current CSP student profile, consistent with its Growing Esteem Strategy:
<http://growingesteem.unimelb.edu.au/>.

4.3.3 Participation and Social Inclusion Targets

Proportion of domestic undergraduates who are from a low SES background

Baseline for improvement target: **To be determined**

| Principal Performance Indicators | 2014 Reward Payment (target for 2013 students) | 2015 Reward Payment (target for 2014 students) | 2016 Progress target (target for 2015 students) |
|----------------------------------|--|--|---|
| Excellence Target | To be determined | To be determined | To be determined |
| Improvement Target | To be determined | To be determined | To be determined |
| Outcome | - | - | - |

Proportion of domestic undergraduates who are from another underrepresented group

Baseline for improvement target: x% (Either 2009 or average of 2008 and 2009 data)

| Principal Performance Indicators | 2014 Reward Payment (target for 2013 students) | 2015 Reward Payment (target for 2014 students) | 2016 Progress target (target for 2015 students) |
|----------------------------------|--|--|---|
| Improvement Target | To be determined | To be determined | To be determined |
| Outcome | - | - | - |

4.4 Teaching and Learning Infrastructure

4.4.1 Commonwealth objectives

The Commonwealth is committed to the development of world class higher education infrastructure. A contemporary, technology rich, well designed and equipped campus environment has a positive influence on staff and student performance and satisfaction.

While the responsibility for capital infrastructure development and maintenance rests with the University, the Commonwealth's commitment is demonstrated through programs such as the Education Investment Fund. Universities also utilise Commonwealth Grant Scheme funding for capital works and maintenance.

The Commonwealth will monitor the University's infrastructure performance, through the Institutional Performance Portfolio/CAMS.

4.4.2 University strategies

The University plans and implements its physical and IT infrastructure activities through a rolling 10 year Infrastructure Program and an Annual Capital Plan which form part of the annual budget and financial plan. The Program incorporates strategies for upgrading and renewing teaching and learning infrastructure.

In recent years the University has pursued the goal of improving learning and teaching infrastructure and will continue to do so throughout the life of the Compact.

During 2011-2013, major learning and teaching infrastructure improvements have included:

- renewal of the Learning Management System, including a substantial upgrade of the existing system, and the systematic development of infrastructure support for Personal Learning Environments, including flexible and tailored mobile access and integrated portal functions;
- supporting student experience through enhanced online functionality and interactivity, including technology for real-time collaboration, virtual classrooms, ePortfolio support and enhanced classroom capture, as well as software support for student advising;
- a new Scholarly Search tool to improve searchability of rich electronic library resources;
- planning of a new Research and Cultural Library;
- an increase in expenditure on the University Library's collections by \$5M per annum to provide high quality resources to underpin learning, teaching and scholarship;
- major redevelopment of Library facilities including refurbishments of the Baillieu, Brownless and Easter Resource Centre libraries and development of the new Giblin Eunson Library;
- development of contemporary collaborative learning spaces through adaptive re-use of heritage listed buildings such as Old Arts and the Elisabeth Murdoch building at the Southbank campus, as well as graduate focussed learning environments for the faculties of Education, Science and the School of Design;
- development through the Institute for a Broadband-Enabled Society of UniTV, a prototype for educational delivery and virtual interaction based on a capacity for broadband-enabled high definition telepresence; and
- development of additional facilities to house Research Higher Degree students in order to improve completion rates.

In 2014-2016 the following initiatives will be undertaken to continue the development of a world-class and sustainable environment for teaching and learning:

- completion of the Doherty Institute Building incorporating facilities for undergraduate and postgraduate education in microbiology and immunology;
- completion of a new building to house the Faculty of Architecture, Building and Planning;
- placement of more teaching spaces onto the central timetable system, including studio spaces for performance-based teaching and learning, at Parkville and Southbank campuses;
- further strategic reductions in the number of small (less than 150 seat) lecture theatres (with diminishing demand and utilisation) and replacement with more innovative and adaptable learning environments (which will attract higher demand and higher rates of utilisation);
- investment in construction of one large lecture theatre with capacity for 450 students to reduce multiple streaming of lectures and resulting poorer levels of attendance;
- programmed strategic audits of teaching spaces at non-Parkville campuses to determine optimal refurbishment programs and achieve optimal utilisation of quality learning environments;
- strategic review of the feasibility of implementing a greater degree of sharing of wet laboratories used for teaching (and possibly decommissioning some of the older facilities that are no longer fit for purpose or meeting contemporary expectations);
- development of the Arts and Music Student Centre;
- development of the Green Infrastructure Adaptation Centre at Burnley Campus;
- commencement of an affordable student housing development catering for both undergraduate and postgraduate students;
- completion of the Victorian Comprehensive Cancer Centre with the University as a key partner of the teaching, training and research mission of the Centre;
- development of studio spaces for newly created groups such as the Innovation Academy and the Melbourne Accelerator Program; and
- completion of the Northern Hospital Teaching Training and Research building.

The University's Property and Campus Services (PCS) Space Management team undertook an audit of teaching spaces in 2011 and will undertake a physical audit of utilisation across a representative sample of shared teaching spaces and scientific laboratories in 2014. PCS will explore the feasibility of a progressive installation of sensor monitors to enable automated reporting of utilisation across up to 30% of shared teaching spaces and scientific laboratories, on at least three campuses, by end of 2015.

In 2006 the University conducted its first detailed condition assessment of its buildings and grounds infrastructure and determined that the extent of the Backlog Maintenance was then \$172M. At that time the University committed to provide \$61M in additional funds specifically to address the extent of the backlog and subsequently developed a prioritised program of works (based on condition and risk). In addition to the specific funding provided, the University also at that time committed, in its 10 year Capital Works Program, to increase the level of funding for General Maintenance to ensure that the extent of the Backlog Maintenance would not again reach the point where any University building would be assessed at a condition less than "Good" (as defined by the industry rating standards, as developed by the Tertiary Education Facilities Management Association). In 2013 an update to the condition audit is being undertaken to confirm that all assets are at the condition rating of "Good" or better. This assessment will also identify works that may need to be undertaken to maintain the University's asset condition target. The University will continue to manage its backlog maintenance through a combination of adequate maintenance funding building refurbishment projects to meet operational needs and dedicated funding for backlog work on an as needs basis.

5 RESEARCH AND RESEARCH TRAINING

A range of research and research training performance indicators and targets are proposed in this section. Principal Performance Indicators are compulsory and institutions may voluntarily nominate optional performance indicators and targets considered reflective of individual institutional goals.

The Commonwealth recognises universities have diverse missions and, consequently, targets and performance will vary between institutions. Each university should develop performance indicators and targets to reflect its individual performance and strategic direction.

5.1 Research performance and research capability

5.1.1 Commonwealth objectives

The Commonwealth encourages excellence in research performance and the strengthening of research capability. Particular objectives are to:

- progressively increase the number of research groups performing at world class levels, as measured by international performance benchmarks; and
- promote collaboration, amongst universities, across sectors, between researchers and industry Australia and internationally.

The Commonwealth, through the Australian Research Council (ARC), conducts the Excellence in Research for Australia (ERA) which evaluates the quality of research undertaken at Australian universities by discipline against international benchmarks. ERA is used to assist in determining funding in the Sustainable Research Excellence in Universities program administered by the Commonwealth.

5.1.2 University strategies

The University of Melbourne is committed to remaining a globally engaged, comprehensive research-intensive university uniquely positioned to contribute to the major social, economic and environmental challenges facing humankind. The University's comprehensive research base is the foundation on which diverse and innovative research outcomes are able to be realised in partnership with government, industry and community organisations.

As part of the University Plan 2011-14, the University has undertaken to remain the top ranked university nationally in 2015, based on measurements of income, publications, Research Higher Degree (RHD) completions. Individual Faculties set annual performance targets as part of the business planning cycle in line with this goal.

In late 2010, the University established a Research Commission to consider how to maintain its tradition of research excellence and continue to raise the standard of research in the shifting global environment. Research at Melbourne (R@M) is a formal statement of the University's research and research training strategy to 2025, guided by the findings of the Research Commission. The R@M document can be found at:

<http://www.unimelb.edu.au/research/research-strategy.html>

Under this strategy the University will continue to cherish and cultivate the fundamental enabling disciplines, and in addition will pursue three Grand Challenges:

1. understanding our place and purpose;
2. fostering health and wellbeing; and
3. supporting sustainability and resilience.

To deliver this strategy, a range of initiatives will be implemented in coming years, which are broadly categorised into: people, research collaborations and settings. These initiatives are relevant to all of the University's researchers – not only those actively involved in the Grand Challenges – and build on existing planning and performance processes within the University. An

indicative sample of these initiatives is provided here in Part 5, but also in Part 3 - Innovation and Engagement section of the Compact.

Our people: Attracting, supporting and developing excellent people

The University of Melbourne's success as a leading teaching and research organisation is predicated on the notion that its people are the differentiator. The University strives to create and maintain a work environment which attracts and retains the best research workforce.

The University of Melbourne's Staff Equity and Diversity Framework 2013-16 is its commitment to a consistent process for paying the independent fellows salary gap (the difference between the enterprise agreement and salary paid by the funding agency), and the development of schemes to assist the University's faculties transition the best independent fellows into ongoing teaching and research positions.

In addition, the University will remain proactive in supporting outstanding Indigenous researchers and in boosting capacity in Indigenous research. Through the newly-established Grand Challenges Advisory Group, the Deputy Vice-Chancellor (Research) will work with the Assistant Vice-Chancellor (Indigenous Higher Education Policy), faculties and divisions to identify gaps in Indigenous research and to attract and retain Indigenous researchers of outstanding potential.

Our collaborations: Building stronger local and global networks

Research collaborations are integral to the research endeavour, and something to which the University remains committed. Key actions include programs to drive collaborative and multi-disciplinary research in line with the three Grand Challenges. These include the University's portfolio of research institutes, the University's new Melbourne School of Government, the Carlton Connect Initiative (part of the supporting sustainability and resilience Grand Challenge) and a number of programs to be developed in 2013 in indigenous research, genetics and society, and global health.

In addition to expanding research collaborations as a member of the ARC Indigenous Research Network, the University will ramp up its engagement with Indigenous populations in the North West of Australia, particularly in the Pilbara and Kimberley regions to develop research into:

- Indigenous culture, language and art; and
- Infrastructure development, equity and opportunity in Indigenous communities, mindful of the growing resources available to these communities through mining royalties and the need for research on robust structures to ensure their productive growth.

An international research and research training collaboration fund has also been created to foster research collaborations with China, India, South America (specifically Brazil and Chile) and Germany. These countries were selected in light of their rapid economic development, geopolitical importance in their regions and their relevance to Australia.

The University provides support and extensive services to researchers in the development (and administration) of competitive grants, collaborative centres and partnerships. The University is proud of its longstanding record in attracting competitive grant funding, and whilst looking to continue this success, is also implementing a range of projects to enhance performance in other funding areas particularly industry based funding in categories 2-4.

The University has a number of longstanding research partnerships with other research organisations that it actively nurtures, including with a number of Australia's premier medical research institutes in the Melbourne area.

The resources and systems required to allow cutting-edge researchers and dynamic collaborations to thrive are a significant part of the R@M strategy. Key actions include:

- Development and implementation of the Melbourne Collaborative Research Infrastructure Program (MCRIP) is currently taking place to improve the coordination and effectiveness of the University's major research infrastructure capabilities.

- The Office for Research Ethics and Integrity, within the Research Division, was established in late 2012 and has launched a number of initiatives aimed at enhancing the University's culture and policies of research ethics and integrity. This includes the appointment of Research Integrity Advisors in Faculties to provide advice to members of the University community regarding the responsible conduct of research.

Research performance remains a critical focus at the University. As in 2010, the 2012 Excellence in Research for Australia (ERA) survey results underscored the comprehensive nature of the University and the depth of expertise across almost every academic field. The results placed the University of Melbourne as the strongest-performing research university in Australia, with 97 disciplines rated at well-above or above world-standards in research. A dedicated ERA and research impact team will be established within the University's Research Division to ensure the University remains competitive in this area. This team will work closely with discipline leaders to ensure the University's submission is optimised for ERA2015. It will allow the university to focus resources and have dedicated staff working full time on the submission. The team will continually monitor the quality of data held in the relevant institutional systems, make suggestions to improve existing ERA processes and undertake a more data driven, strategic approach to the 2015 submission. The new team will also complete a detailed analysis of the ERA 2012 results, ahead of the 2015 submission, in an attempt to identify codes that can be improved through better management of ERA data. Over the next 1-2 years the university will be recruiting new, world-class researchers to areas of strategic importance to the university. The ERA2012 outcomes will inform the process of selection, enabling discipline areas of existing strength to be consolidated, and those requiring support to receive it.

The ERA methodology and the scale of the university's submission makes it difficult to target 2 digit codes for improvement. The 4 digit FoR codes will remain the focus of improvement for the university's submission but it should follow that improvement in the performance of the 4 digit FoR codes should result in some improvement at the 2 digit FoR code level.

Research analytics functions have also been strengthened as part of the R@M strategy, building greater expertise in the use of new or novel performance metrics and external rankings in partnership with the University's faculties. A Research Metrics Advisory Group will be established in 2013 to improve the quality and impact of research even further.

5.1.3 Performance indicators and targets

The purpose of the research performance and the research capability performance indicators and targets is to assist the University and the Commonwealth in monitoring the University's progress against the Commonwealth's objectives and the University's strategies for research performance and research capability.

The University will aim to meet the research performance and research capability performance indicators and targets set out in the following table.

| Principal Performance Indicators | ERA 2010 | ERA 2012 | ERA 2015 Target |
|--|-----------|-----------|------------------------------|
| Number of disciplines, as defined by two-digit Fields of Research (FoR), performing at world standard or above (3, 4 or 5) | 24 (100%) | 22 (100%) | 100% of assessed disciplines |
| Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5) | 102 (99%) | 97 (99%) | 100% of assessed disciplines |

| Disciplines the University commits to demonstrating substantial improvement in as defined by two-digit FoR and/or four-digit FoR | Disciplines nominated in 2011–13 Compact | Disciplines nominated in 2014–16 Compact |
|--|--|--|
| | See note (a) | See note (a) |

(a) ERA outcomes demonstrate research from this institution to be at or above world standard. The baseline and target for the two and four-digit FoR codes therefore reflect the University's strategic intent in the area. Internal mechanisms are set to encourage individual researchers to achieve excellent outcomes. The University's intention is to maintain continuing high performance.

Note: All calendar year references below refer to the previous year's data collection.

| Principal Performance Indicators | Baseline 2012 | Progressive Target 2013 | Progressive Target 2014 | Progressive Target 2015 | Target 2016 |
|--|---------------|-------------------------|-------------------------|-------------------------|-------------|
| Category 1 income (a) | \$197.3M | \$203.4M | \$214.8M | \$226.2M | \$237.5M |
| Category 2 Income | \$89.1M | \$98.0M | \$107.8M | \$118.6M | \$130.5M |
| Number of joint research grants in Australia (b) | 2737 | 2737 | 2737 | 2737 | 2737 |
| Number of joint research grants overseas (b) | 188 | 188 | 188 | 188 | 188 |
| Number of jointly supervised PhD students in Australia ¹⁰ | 176 | 176 | 176 | 176 | 176 |
| Number of jointly supervised PhD students overseas ¹¹ | 42 | 46 | 50 | 55 | 60 |

(a) Assumes the pool of funds available in Category 1 continues to grow at the rate observed over the past 6 years (i.e. 10% pa)

(b) The University's Research Agreements system was used to determine the number of Australian and Overseas i) Joint Research Grant with other universities and research organisations and ii) active collaborations and partnerships with Industry and Other. Organisations listed on agreements were categorised into one of four categories; Aust-Uni/ResOrg, Int-Uni/ResOrg, Aust-Ind/Other or Int-Ind/Other. This method will have under reported the actual number of collaborations and partnerships active at the University in any one year. Not all collaborations and partnerships as defined in the footnotes are captured by the University's Research Agreements module. As some volatility can be expected from year to year a rolling average has been calculated.

¹⁰ Please provide the number by headcount of jointly supervised HDR students enrolled in your institution who have a supervisor from an external organisation in Australia (examples include someone from a government organisation, hospital or another university).

¹¹ Please provide the number by headcount of jointly supervised HDR students enrolled in your institution who have a supervisor from an external overseas organisation (examples include someone from a government organisation, hospital or another university).

5.2 Research training

5.2.1 Commonwealth objectives

The Commonwealth encourages excellence in the provision of research training. Particular objectives are to:

- support research excellence and develop an internationally competitive research workforce in Australia through high quality research training;
- develop an internationally competitive research workforce in Australia through high quality research training; and
- significantly increase the number of students completing higher degrees by research over the next decade.

5.2.2 University strategies

Training future research leaders

Training the next generation of researchers for the academy and the global research workforce is central to the University's mission, and is an important component of the R@M strategy. The University's graduate researchers make significant contributions to the University's research reputation and outcomes. The University recognises its obligation therefore to create a workforce culture and research environment which acknowledges the critical role its graduate researchers play as members of the academic community and the wider research workforce.

The quality of research training will be further enhanced by increasing alignment between research training and research. A first pass of the PhD thesis FoR codes at Melbourne revealed that more than 70% of candidates were researching in discipline areas that were rated at 4 or 5 in ERA2012, and that more than 90% were rated at 3 or better. The projects outside these areas will be examined to determine whether they sit outside the ERA portfolios contributed by the University, or whether this is simply a coding artefact. The target will be to increase this 90% to 100% of thesis subject enrolments in ERA2012 level 3 and above.

The training of candidates will be enhanced by the provision of additional award and non-award training activities, including the Specialist Certificate in University Teaching of Graduate Researchers, which will run for the first time in 2013, as a pilot. It is expected that this course will become a major training activity for a partnership formed between the Melbourne School of Graduate Research and The Centre for the Study of Higher Education.

By 2025, the University aims to be on an equal footing with the best research training universities in the world. The University will be a highly desirable destination for outstanding students globally, producing excellent, well-rounded graduate researchers who are prepared for a diversity of research careers and who are in demand within Australia and internationally.

Organising research training offerings into thematic programs will go some way to achieving these objectives. The University's ambition is to offer Australia's highest quality research training experience supported by outstanding infrastructure, supervision and mentoring, coursework, international experience and professional development opportunities such as university teaching, leadership training and career planning. The University recognises that it must prepare graduate researchers for employment with leading research, business and government organisations.

For these reasons, the focus is on increasing the excellence of the graduate researcher cohort and on maximising the quality of the research training experience. The aim is to balance the role as a major research training university with the goal of attracting high-performing graduate researchers and achieving strong completion rates. These factors, combined, will improve research outputs such as increased publications and timely completions, promoting the University as a globally-competitive provider of research training within an excellence-driven research environment.

Key actions and initiatives include:

- A suite of thematic doctoral programs – The University will introduce a suite of doctoral programs characterised, in part, by transferable skills development and coursework offered during the preparative phase of doctoral education. This suite of programs will be organised into a thematic structure in order to provide greater discipline depth and breadth in the research training experience. This initiative will also improve the visibility of programs for applicants and better align graduate research training with strategic research priorities and strengths. Strategic allocation of a proportion of graduate research scholarships will follow from this initiative. The introduction of these PhD Programs is scheduled to begin in 2014. The University is currently engaged in defining the discipline areas and in making the necessary system changes that will support the introduction, management and reporting of program engagement by candidates and Supervisors. It is anticipated that PhD Programs will provide forums for the development of innovative training activities that can be piloted and evaluated, and then more widely implemented.
- A more integrated research training experience – The development of thematic doctoral programs and an emphasis on broadening the experience of doctoral candidates will necessarily extend the length of the University's research training programs. A fresh examination of research training pathways will therefore be required. The University will explore through the processes of its Academic Board a more integrated, preferred pathway leading to doctoral research training in the context of existing and future funding policies.
- A more internationalised research training environment – In alignment with the University's research, internationalisation and diversity strategy, the University will seek to increase its international graduate researcher cohort enrolled in doctoral degrees. Underpinning this strategy is the International PhD Scholarship Fund (IPSF).
- A comprehensive approach to supervisor training – In order to improve supervision standards for students, the University will establish and maintain a register of accredited supervisors linked to supervisor training. The register will improve supervisor training records and will help to identify their training needs. It will form part of a broader framework which includes tools such as Find a Supervisor that will enhance performance outcomes for research supervision overall.

By 2020 every doctoral candidate will have the opportunity to:

- travel interstate or overseas for conference or research purposes at least once during their candidature;
- take part in professional development programs and certified courses at the graduate level that are relevant to their career trajectories or interests (university teaching, commercialisation, career transitioning programs, and ethical leadership) including:
 - the Graduate Certificate in Advanced Learning and Leadership (GCALL);
 - the Graduate Certificate in Indigenous Research and Leadership (GCIRL);
 - the Specialist Certificate in Teaching for Graduate Researchers (SCTGR);
 - the Start of Career Researchers Series;
 - the UpSkills program of free workshops, classes, seminars and webinars; and
 - the Graduate Research ePortfolio (GReP).
- secure a suitable work space on campus (if desired) and have access to specialist infrastructure or resources necessary for effective research such as statistical support offered through the Statistical Consulting Centre;
- take up an Australian Postgraduate Award or equivalent stipend (if full-time candidate); and
- be recognised as a junior colleague by academic and professional staff across the university, noting that opportunities to undertake teaching are an important component of the professional development aspirations for many doctoral candidates.

These research training experience standards are designed to better integrate graduate researchers into the existing workforce culture of faculties, departments, schools, and the broader research community.

Indigenous Research Higher Degree Strategy

The University's Indigenous Student Plan includes a review of trend data to underpin a five-year target for indigenous RHD students.

The University of Melbourne's scholarships that target Indigenous RHD students are currently under-subscribed. The University will review the reasons for this and consider whether additional strategies are required noting that current commonwealth guidelines pose significant barriers to Indigenous students accessing Australian Postgraduate Awards (APAs). The University of Melbourne would welcome a review of the guidelines by the Government with the aim of providing the sector with greater flexibility to utilise APA funds. Such flexibility would allow the University of Melbourne to more readily designate some of its strategic APAs for Indigenous RHD students and use existing Indigenous scholarship funding to provide complementary support for travel, professional development and specialised program enhancement activities.

Additionally the University proposes to:

- Establish a cross-disciplinary RHD program that provides coordinated point-of-entry support for Indigenous RHD students and RHD students undertaking Indigenous studies;
- Embed and achieve financial sustainability for the Graduate Certificate in Indigenous Research Leadership; and
- Develop a RHD strategy to underpin the Indigenous component of the University of Melbourne Research Strategy.

Part of the Indigenous RHD strategy will include an assessment of how Research Training Scheme (RTS) funds might be utilised specifically for Indigenous graduate research students beyond the support it already provides. Given the current shortfall between RTS funding and the actual cost of research training per student, however, utilising strategic funding is likely to provide a more efficient and flexible way for the University to achieve its aims in Indigenous RHD student development.

5.3 Performance indicators and targets

The purpose of the research training performance indicators and targets is to assist the University and the Commonwealth in monitoring the University's progress against the Commonwealth's objectives and the University's strategies for research training.

The University will aim to meet the research training performance indicators and targets set out in the following table.

Note: All calendar year references below refer to the previous year's data collection.

| Principal Performance Indicators | Baseline 2012 | Progressive Target 2013 | Progressive Target 2014 | Progressive Target 2015 | Target 2016 |
|---|---------------|-------------------------|-------------------------|-------------------------|-------------|
| HDR student load | 3110 | 3240 | 3240 | 3240 | 3240 |
| HDR student completions by masters | 167 | 167 | 167 | 167 | 167 |
| HDR student completions by doctorates (c) | 610 | 600 | 550 | 540 | 620 |

(c) The University is focussed on completion rates. Variations in completion numbers relate to variations in commencements in prior years.

The University is projecting some modest load growth in certain faculties over the compact years. However, this is counterbalanced by projected shrinkage in other faculties where completion rates are lower than desired and adding additional load, rather than translating into increased completions, places additional strain on existing supervisory and infrastructure resources. The University's focus remains on increasing the excellence of its graduate researcher cohort. Consistent with the university's research strategy, the focus is on output and productivity rather than inputs such as load. Notwithstanding this position, the University will continue to engage seriously on international RHD recruitment and industry links that foster growth, noting that these initiatives require a substantial lead time.

PART SIX: GENERAL PROVISIONS

6 GENERAL PROVISIONS

6.1 Compact Review

6.1.1 The Commonwealth and the University will review the compact annually. This review will be a mechanism for considering progress made towards agreed goals outlined in this compact. Compact review will aim to ensure that the Commonwealth and the University will continue to focus on key objectives and strategies and will be an opportunity to consider developments that may impact on the compact or trigger a need to change the compact.

6.1.2 To facilitate this review the Commonwealth will produce an annual Institutional Performance Portfolio and the University agrees to contribute to the annual Institutional Performance Portfolio Information Collection (IPPIC). The Commonwealth will consult with the higher education sector on the information collection requirements and any issues arising from the IPPIC process.

6.2 Privacy and information sharing

6.2.1 Subject to clause 6.2.2 below, the University acknowledges and agrees that any information it provides to the Department for the purposes of this compact, may be accessible under the *Freedom of Information Act 1982* and may also be:

- published by the Commonwealth in any manner in accordance with any legislative requirement;
- used by the Department for any purpose of the Commonwealth, including dealings with other Commonwealth or State or territory agencies;
- used in reporting to or answering questions from a Minister of State of the Commonwealth or a House or Committee of the Parliament of the Commonwealth; or
- disclosed where the Commonwealth is required or permitted by law to do so.

6.2.2 The Commonwealth and the University agree to carry out their roles under this compact in accordance with any obligations they have under the *Privacy Act 1988* or any state or territory law relating to the protection of personal information.

6.3 Changing the Compact

6.3.1 Either party may propose changes to this compact at any time. Any variation to this compact is to be in writing and signed by the University's, and the Commonwealth's Representatives.

6.4 Notices

6.4.1 A party wishing to give notice under a provision of this compact:

- a. must do so by sending it to the other Representative set out in clause 6.4.2; and
- b. must, if a response is required to the notice, set out the time in which the response is to be given;

6.4.2 The Representatives are:

- a. University Representative
Professor Glyn Davis AC
Vice Chancellor
Office of the vice-Chancellor
The University of Melbourne
Melbourne Victoria 2010
Ph: 03 83446134 Fax: 03 93416060
Email: vc@unimelb.edu.au

b. DIICCSRTE Representative
Division Head
Higher Education Group
Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education
GPO Box 9839
Canberra ACT 2601

OR

compacts@innovation.gov.au

6.5 Dictionary

In this compact, unless the contrary intention appears:

‘Department’ means the Commonwealth Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education or any successor.

‘HESA’ means *the Higher Education Support Act 2003* and includes any subordinate legislation or Ministerial determination made under that Act.

‘Institutional Performance Portfolio’ (IPP) is a report which provides an historical record of a university's performance based on information provided by the University and an analysis of the Higher Education Data Collections. An IPP will be prepared by the Commonwealth for the University annually using the latest available data.

‘Institutional Performance Portfolio Information Collection’ (IPPIC) is a set of Commonwealth instructions requesting that universities provide a submission to the Commonwealth, endorsed by the University's chief executive, that includes student, staff, financial and research information needed for the preparation of an Institutional Performance Portfolio for that university.

‘Minister’ means the Minister for Tertiary Education, Skills, Science and Research.

‘Mission’ means the University's Mission set out at Part One of this compact as amended in accordance with the variation provisions in this compact from time to time.

‘TEQSA’ means the Tertiary Education Quality and Standards Agency.

‘Term of this compact’ means the period set out in Part B of the Context of this compact.

‘University’ means The University of Melbourne, ABN 84002705224

Signed for and on behalf of the University of Melbourne

by

.....
Signature Date

Professor Glyn Davis
the Vice-Chancellor

In the Presence of:

.....
WITNESS

.....
Full name and occupation or profession of witness (Please print)

SIGNED for and on behalf of
THE COMMONWEALTH OF AUSTRALIA

by

.....
Signature Date

Mr David de Carvalho
the Head of Division
of Higher Education Division
of the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education
a Delegate of the Minister for Tertiary Education, Skills, Science and Research

In the Presence of:

.....
WITNESS

.....
Full name and occupation or profession of witness (Please print)