



**2020 Mission Based Compact  
Between the Commonwealth of Australia and The University of Melbourne**

**PURPOSE**

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 that 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 that includes that year.

All strategies should provide qualitative and/or quantitative measures of assessment.

**MISSION**

The University of Melbourne remains committed to contributing to society in ways that enrich and transform lives. With the conclusion of University's Growing Esteem strategy in 2020, the University has developed its new strategy – [Advancing Melbourne](#), framing ambitious aspirations for the University around five focus areas; Place, Community, Education, Discovery and Global with the principles of sustainability embedded throughout our work.

As a public-spirited research-intensive institution, we will continue to generate knowledge that addresses the most significant challenges of our time. The University will embrace the possibilities of digital evolution and ensure that its campus-based education remains first-class. A great student experience will combine the best of blended learning with time spent alongside teachers and peers. As lively places of innovation, international diversity and the latest thinking, our campuses will provide the environment for the development of the attributes we aim for in each graduate.

The University will continue with its commitment to engagement with regional Australia via our campuses in Werribee, Creswick and Dookie. The University has a long connection with the Goulburn Valley, and in 2020, the University, in conjunction with the Committee for Greater Shepparton, the Kaiela Institute and Greater Shepparton City Council, co-designed the development of a coherent and strategic multi-year Goulburn Valley Plan.

The University is committed to ensuring the sustainability of the University. We are guided by the University's [Sustainability Charter](#), which was released in 2016-2017 and sets out the sustainability values and principles to be embedded in our work. Our Sustainability Plan identifies priority actions and targets to move us towards realising the commitments of the Charter.

The primary focus for 2020 is the effective implementation of *Advancing Melbourne*, which reflects the University's commitment to its people, its place, and its partners. Our aspiration for 2030 is to be known as a world-leading and globally connected Australian university, with our students at the heart of everything we do.

- We will offer students a distinctive and outstanding education and experience, preparing them for success as leaders, change agents and global citizens.
- We will be recognised locally and globally for our leadership on matters of national and global importance, through outstanding research and scholarship and a commitment to collaboration.
- We will be guided and enriched by our sense of place and connections with communities. We will take opportunities to advance both the University and the city of Melbourne in close collaboration and synergy.
- We will deliver this through building a diverse and vibrant University community, with strong connections to those we serve.

The University has a new Freedom of Speech [policy](#) which promotes critical and free enquiry, informed intellectual discourse and public debate within the University and in the wider society. The Freedom of Speech policy aligns with and supplements the University's long-standing [Academic Freedom of Expression policy](#). These policies safeguard students, staff and invited visitors on our campuses and ensure freedom of speech continues to flourish at the University of Melbourne.

## TEACHING AND LEARNING

The University is committed to excellence in teaching and learning, to innovation in our pedagogy and to enhancing Student Life. The University's 50/50 profile of undergraduate and postgraduate students means that our strategies, objectives and priorities are nuanced to meet the needs of these differing cohorts. We continue to utilise and improve the tools that we have in place to ensure the highest quality and standards for teaching and learning, for example, course reviews, student feedback, and peer review of teaching.

During 2019 we formulated a new strategy for undergraduate student life, founded on student feedback and contemporary research on the student experience. In 2020-2021, we are continuing the implementation of *Student Life* initiatives as a key priority of *Advancing Melbourne*. The initiatives are aimed at recognising the importance of the transition to the University for a positive undergraduate student experience and that a sense of belonging, wellbeing and strong peer relationships is a significant predictor of student success and retention. In 2020, the University will also develop a Student Wellbeing and Mental Health Framework to enable a holistic and integrated approach to policy and practice and to guide strategic directions for student wellbeing activity.

### Undergraduate student priorities

- We will continue to ensure that the University is a place where both students and staff are connected in a community of scholarship dedicated to understanding, challenging and sharing knowledge through open inquiry.
- Students will continue to be provided with excellent teaching and learning experiences, including opportunities to contribute to the wider society in addressing pressing problems and seizing new opportunities.
- Our rich learning environment will continue to foster excitement about knowledge and discovery, creating an intellectual community to which students will belong for a lifetime.
- We will continue to strengthen how we support students to excel and succeed, and across 2020 to 2025, we will:
  - Enhance guidance and transition to the University, preparing students for academic and personal success
  - Develop more opportunities for students to build connections to their peers and the University, finding a community to which they can belong
  - Provide a network of advisors and mentors to support students with personalised advice that ensures they make the best possible use of their study and engagement opportunities
  - Create more opportunities for students to respond to the needs of the wider local and global community through volunteering, service, and social entrepreneurship
  - Enable students to further recognise and value their individual and group achievements over the course of their degree.
- Implementation of the Signature Initiatives contained in the *Student Life White Paper: a strategy for undergraduate student life* has a five-year timeframe to full implementation. The Student Life Signature Initiatives consist of:
  - **Melbourne Commencement Ceremonies** that recognise first-year student achievement, celebrate their admission to our community and establish mutual expectations and commitments
  - First-year **Discovery subjects** that capture student excitement about their degree to explore their discipline(s) and build skills that will help them succeed at University

- A new **Melbourne Orientation Festival** to assist students in transitioning to the University and understanding what the University offers
- A program of **academic advice and peer mentoring** that students can draw on to receive personalised advice and help them access all the opportunities and services available
- A rich, **activated and recognised co-curriculum** or 'social c.v.' that builds skills and experience recognised by the community and by employers and provides a platform for students to engage with a range of opportunities to give back to the community and to shape the world they will enter as graduates
- **Next Generation Capstone** subjects within students' majors that establish their mastery of their discipline and help equip them for further study, research or the workforce

### **Graduate student priorities**

Building on the work undertaken to create the new strategy for Undergraduate Student Life, work nears completion on the Graduate Student Life strategy. In 2020, the University has agreed on a set of defining qualities for the graduate student experience (excludes research higher degree students) at the University. In 2021, initiatives to enhance these qualities will be developed, and a set of measures of success for these qualities will be piloted.

### **Undergraduate and Graduate student priorities**

In addition to the new strategies and initiatives outlined above the University continues to focus on:

- Further enhancement of increased work-integrated learning experiences, internships and networking opportunities;
- Development of the Parkville Student Precinct, a major co-creation project in partnership with the University of Melbourne Student Union and Graduate Student Association;
- Implementation of new opportunities for international mobility experiences with leading university partners;
- Through the Respect Taskforce, continue to educate the University community and empower students and staff to take bystander action, to report and to seek assistance.
- Integrating more digital and flexible learning opportunities for students that include the continuation of the Flexible Academic Programming project through the FlexAP Implementation Program entailing:
  - Providing students with active, interactive and engaging learning environments through curriculum renewal in large subjects
  - Utilising modern, digital tools for instruction, collaboration and assessment, including adopting diverse approaches to assessment which themselves provide a means of learning, not just an assessment of learning.
  - Providing flexibility and choice for students by expanding the range and availability of subjects, including online subjects throughout the calendar year
  - Investing in modern, learning spaces that can accommodate large groups of students in an interactive and flexible manner.
  - Supporting the teaching and learning development needs of our staff to provide our students with the best educators.

### **UNIVERSITY ADMISSIONS TRANSPARENCY**

- The University will continue to maintain highly transparent information on its admission criteria and standards.
- Every undergraduate course at the University of Melbourne will continue to incorporate an ATAR rank among the criteria for selection into a course with the exception of the Bachelor of Fine Arts. For the various streams of the Bachelor of Fine Arts, the minimum requirement for entry is the completion of the VCE or equivalent and with applicants admitted based on other criteria such as audition/portfolio.
- A minimum ATAR will continue to be set in advance and only applicants who are eligible for a special entry scheme will be selected from below that minimum ATAR.

- The Access Melbourne Scheme will continue to admit students from disadvantaged backgrounds. Around 30% of the undergraduate students will continue to be admitted through this scheme.

#### **UNIVERSITY RETENTION STRATEGIES**

- The University will continue to monitor the performance of students in relation to the basis of their admission. The University currently achieves the lowest attrition rate for domestic bachelor students in the nation at 4%. We anticipate this present exceptional rate of retention and success will be maintained.
- The University is developing new learning analytics to identify the small number of students at risk at an earlier stage in their studies and to create interventions to support students to make more informed choices about their studies.

### **RESEARCH AND RESEARCH TRAINING AND INNOVATION**

Research at Melbourne (R@M) continues to be the University's formal research and research training strategy as the University transitions from *Growing Esteem* to *Advancing Melbourne 2030* institutional strategies. Throughout 2020 and as part of its overall research and research training strategy the University continues to:

- Focus on how to best support its researchers, including graduate researchers, through the COVID-19 global pandemic. The University's research, research training and innovation activities were significantly impacted by the pandemic and recovery will take many years.
- Drive research excellence through research performance expectations which are set at faculty and discipline levels, calibrated against career stage, disciplinary norms and relative to opportunity considerations. Annual performance discussions and triennial review processes are the communication forums for expectation setting. Critical to these, and the strengthening of research capability, is the range of support, provided locally and centrally, with attention to gender, early career and key funding schemes. The University's commitment to responsible use of research metrics has been further signalled by becoming a signatory to the San Francisco Declaration on Research Assessment (DORA).
- Focus on strategies to encourage research translation, impact and commercialisation through engagement with industry and other end-users. The University's new institutional strategy *Advancing Melbourne* has a renewed emphasis on research translation. Included in this are initiatives, support structures and targeted investments to facilitate academy/external interaction and to reduce barriers to collaboration. The University is also developing industry-embedded innovation precincts intended to drive more effective and impactful collaborations, with the Melbourne Connect development due to be completed in the first part of 2021.
- Develop and implement inter-disciplinary partnerships and initiatives, including the Melbourne Indigenous Knowledge Institute.

## EQUITY

The ambitions set out in *Advancing Melbourne 2030* commits the University to a bold and multifaceted domestic equity and diversity strategy. The strategy supports the University's commitment to diversifying its student population and ensuring that students from underrepresented, disadvantaged and other diversity and equity groups have opportunities to participate and succeed at Melbourne. Such a strategy would address secondary rationales, including meeting benchmarks associated with performance-based funding and responding to government policy regarding remote and regional imperatives.

In 2020, we continue to:

1. Promote the [Access Melbourne scheme](#) as the University's primary special entry scheme for undergraduate applicants. There are several categories available to applicants, including residents from a rural or isolated area and disadvantaged financial background. In 2019, over a third of the domestic undergraduate commencing cohort came through the Access Melbourne scheme.
2. Provide a [special entry scheme for graduate coursework students](#) (similar to the Access Melbourne scheme).
3. Offer a comprehensive scholarships program that supports a number of equity groups and offers a range of undergraduate and graduate scholarships to commencing students including: the Melbourne Access Scholarship, Indigenous Student Scholarships, Humanitarian Access Scholarships, Hansen Scholarship Program and other equity-based course scholarships. Further information on the Melbourne Scholarships Program can be found [here](#).
4. Support all current and prospective Aboriginal and Torres Strait Islander students in our Melbourne programs through the [Murrup Barak Melbourne Institute for Indigenous Development](#) to ensure our Indigenous student community have every opportunity for success in their studies. The University is committed to the goal of achieving population parity in the enrolment of indigenous students. The participation rate has been steadily improving from 0.7% to 1.1% over the last five years.
5. Maintain and promote the four-year undergraduate Bachelor of Arts (Extended) and Bachelor of Science (Extended) programs that provide a specific pathway for Indigenous Australians who have not obtained the results for direct entry.
6. Offer a series of targeted study discipline programs for prospective Indigenous students that include: Indigenous Leadership, Excellence and Achievement Program (I- LEAP) Residential Indigenous Science Experience ([RISE](#))
7. Implement the signature projects outlined in the University's [Reconciliation Action Plan, 2018-2022 \(RAP\)](#) that will have a transformative impact and signals our intention to invest in reconciliation at a deeper level.

The University has a number of strategies to support relocating commencing undergraduate students. We will continue to:

- Expand the Melbourne Accommodation Program which provides an accommodation guarantee to all new to Melbourne commencing undergraduate students.
- Offer a range of bursaries and scholarships to students, including the Melbourne Residential Scholarships, Melbourne Accommodation Bursaries, Melbourne Residential College Scholarships and Indigenous Commonwealth Accommodation Scholarships. Provide targeted relocation allowance funding to selected undergraduate students from regional Victoria and interstate Australia through scholarships such as Melbourne Chancellor's Scholarship, National Merit Scholarship, Kwong Lee Dow Young Scholars relocation allowance and other course or geographic region-specific scholarships.
- Provide funding for the Melbourne Accommodation Bursary for interstate students from regional and remote areas (first offered in 2019).

The University's strategies to build aspiration and provide useful advice to students on study options will continue to include:

- Delivery of a range of prospective student programs, events and activities to strengthen the University's relationship with students and schools throughout Australia to support high achieving prospective students and their families to consider Melbourne as their study destination. Further information on prospective student and school engagement opportunities can be found [here](#).
- The [Kwong Lee Dow Young Scholars Program](#), for Victorian students in Years 10-12, that offers an academic enrichment program designed to support high achieving Victorian secondary school students and those in schools living close to the New South Wales and South Australian borders.
- The University's [Extension Program](#) which provides high achieving Victorian Year 12 students an opportunity to study first year University subjects alongside their final year of secondary school. The program is free to join with 21 subject areas available.
- Provision of the Melbourne Principals' Scholarship (offered for the first time in 2019) which invites Victorian secondary schools to nominate one of their Year 12 or final-year IB students for this scholarship based on their academic achievements and contribution to their school or wider community.
- Development of a secondary schools program as part of the launch of Science Gallery Melbourne in 2020.

The University continues to enhance its strategies to provide community access to University facilities. Some of these strategies include:

- Regular consultation with local government and residents' groups, facilitated through a strategic relationship with the City of Melbourne.
- Public access to a range of museums and galleries as well as the opportunity for the community to participate in the University's Museums and Collections Projects Program (MCCPP) which offers an opportunity to work behind the scenes with over 30 of the University's cultural collections. More information is available [here](#).
- The development of the University's Southbank campus as the Melbourne's Arts Precinct Blueprint that will see Southbank become a more connected public space to celebrate the Arts.
- Public-facing facilities in Melbourne Connect, the innovation hub due to open in 2020, incorporating collaborative spaces, public cultural and recreational facilities (e.g. Science Gallery Melbourne): <https://melbconnect.com.au/>
- Facilitating community access to university sporting facilities, with Melbourne University Sport.

## LABOUR MARKET OUTCOMES

The University will maintain a strong commitment to students' employment outcomes through its undergraduate programs, professional entry graduate programs and professional entry Masters programs.

The University will expand three specific areas of its curriculum in these programs through its Work Integrated Learning strategy:

- Applied and authentic practice activities in first and second-year undergraduate programs;
- University-led projects in second and third-year undergraduate and graduate coursework programs; and
- Industry and partner-led projects in third-year undergraduate and graduate coursework programs.

The University has a commitment to extending the number and quality of capstone projects available to all undergraduate students through its Student Life strategy. Through the *Melbourne School of Professional and Continuing Education*, the University will develop a greater number of programs that respond to identified skills gaps and labour market needs, for particular student groups, and in specific business and industry verticals.

The University will increase the number of students who participate in its online *Employment Fundamentals* modules which are available for every undergraduate and postgraduate student. These five free online modules directly target students work ready skills in the areas of business fundamentals, data fundamentals, legal fundamentals, professional communication fundamentals and entrepreneurship fundamentals.

The University will develop greater capacity in its *Careers and Employability* area which will be reflected in a greater number of service and support for consultations with students in the area of employability and success.

The University is committed to the ongoing evolution of the Melbourne curriculum to ensure that it continues to provide a distinctive option for prospective students and a premium educational experience that equips graduates for their lives and careers. Over the next period, the University will give particular attention to the educational pathways within the curriculum architecture, the academic advising provided for students, and the various experiences and support provided to prepare students for employment.

## SECURITY MEASURES

The University of Melbourne publishes an Information Security Policy that aligns to the IS027001 framework. Security controls implemented within the University are in line with this policy and associated processes. Assurance and audit activities at the University ensure that the controls are operating as intended and any deviations are appropriately remediated. The University also participates in multiple intelligence and good practice sharing forums including a Community of Practice supported by CAUDIT.

Incident response capabilities, processes, and technologies are in place at the University of Melbourne which cover not just the technical response, but also responses related to Privacy and Legal concerns. The University regularly tests these processes to identify improvement opportunities. In 2020, the University enhanced its capabilities by introducing negotiated retainers for a specialised third party to provide technical and forensic analysis.

The University's current and planned cybersecurity controls align closely to the ASD's Essential Eight. In 2019 and 2020, cybersecurity projects included the enhancement of vulnerability and patch management, authentication enhancements, application security, and resiliency. Critical system resiliency is regularly tested in line with the Information Security Policy and associated Disaster Recovery and Major Incident Response processes.

All cyberthreats, irrespective of their origin are treated in accordance with the University's Information Security Policy, Provision and Acceptable Use of IT Policy and associated IT processes. This may include technical controls to detect anomalous user behaviour, cybersecurity awareness, and participation in intelligence and good practice sharing local, international, and industry aligned forums.

Legal and Risk oversee University compliance with the Foreign Influence Transparency Scheme Act 2018 (Cth) and other relevant legislative requirements including the Defence Trade Controls Act 2012 and the Australian Sanctions Regime. A dedicated Expert Controls Officer in the Office of Research Ethics and Integrity oversees the implementation of the DTCA and provides advice and education and to academic staff and research students. The University regularly reviews processes, guidance and communications for the safety of people, information and assets for staff traveling overseas with the risk of foreign interference in mind. Legal and Risk have conducted a web-based awareness campaign relating to foreign interference and influence, as well as providing targeted information sessions to Senior University Leadership and key Academic Divisions. As part of the University's governance response to managing foreign interference risks, the Deputy Vice-Chancellor (Research) chairs the Research Due Diligence Advisory Group, which has oversight of the framework that underpins decisions about research the University undertakes with external parties, when that research could present risks to the University's reputation, values and mission.

Policies:

Information Security Policy - <https://policy.unimelb.edu.au/MPF1270>

Provision and Acceptable Use of IT Policy - <https://policy.unimelb.edu.au/MPF1314>



**SIGNED for and on behalf of**

THE COMMONWEALTH OF AUSTRALIA

by Danielle Donegan, Acting First Assistant Secretary, Higher Education Division of the Department of Education, Skills and Employment as delegate of the Minister for Education.

**Signed by**

Danielle Donegan

---

**Date:** 17 December 2020

---

**In the presence of:**

**Signed by**

Sabrina Kim

---

**Position of witness**

Policy Officer

---

**SIGNED for and on behalf of  
University of Melbourne**

**Signed by**

Professor Duncan Maskell

---

**Position**

Vice-Chancellor

---

**In the presence of:**

**Signed by**

Carol Boles

---

**Position or profession of witness**

Executive Assistant

---