



2024 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 and Strategic Planning

[Advancing Melbourne 2030](#) reflects the University's (UoM's) commitment to its people, its place and its partners. Its aspiration is to be known as a world-leading and globally-connected Australian university, with students at the heart. Progress against the strategy is monitored through the Advancing Melbourne Performance Framework (AMPF).

Sections 1&2: Strategies for Improving Equality of Opportunity and Teaching and Learning

UoM's new [Advancing Students and Education Strategy 2023-2030](#) (ASE Strategy) articulates its vision to nurture a vibrant, diverse and inclusive scholarly community that embodies excellence in education. Key outcomes during the compact period include:

- Implementation of the flagship [Narrm Scholarships](#) as part of UoM's widening participation strategy
- Revised selection and enhanced support processes to better attract and retain students from all backgrounds
- Implementation of an international student diversification plan as part of its academic mission, size and shape program

These goals are linked with UoM's [Diversity and Inclusion Strategy 2030](#) and the Indigenous strategy, [Murmuk Djerring 2023-2027](#).

Section 3: Strategies for improving research, research training and innovation

Advancing Melbourne *Discovery* articulates the University's research ambitions. Key outcomes include:

- Development of the new [Fisherman's Bend](#) campus and [Aikenhead Centre for Medical Discovery](#) as part of its existing network of precincts including [Melbourne Biomedical Precinct](#) and [Melbourne Connect](#).
- Enhanced emphasis on all areas of research translation and impact
- Continued focus on research excellence and strengthened research capability including Indigenous researcher development.

Section 4: Strategies for industry, government and community engagement

- Examples are highlighted in **Sections 3 and 4** including UoM's partnership with Government and Defence in support of the skills needs of the AUKUS program. UoM will leverage its convening power including through [Melbourne Connect](#), the Global Experiences Hub, [Melbourne Biomedical Precinct](#), Southbank Arts and Cultural Precinct and the [Science Gallery](#).

STUDENT AND STAFF SAFETY

- During 2024, UoM will focus on implementing (i) the [Respect at Melbourne](#) program, (ii) UoM's first Anti-racism Action Plan, (iii) the LGBTQIA+ Inclusion Action Plan and (iv) a new Indigenous Employment Office and University-wide Indigenous cultural education program, in alignment with its [Diversity and Inclusion Strategy 2030](#) and [People Strategy 2023-2030](#).

SUSTAINABILITY

- UoM - ranked 9th the global QS Sustainability rankings – will follow its [Sustainability Plan 2030](#) including a target for carbon neutral emissions by 2025. Commitment to our full campus footprint is articulated in UoM's [Estate Master Plan](#).

FREEDOM OF SPEECH AND ACADEMIC FREEDOM

- UoM's [Academic Freedom of Expression Policy](#) and the [Freedom of Speech Policy](#) uphold freedoms consistent with the Model Code for the Protection of Freedom of Speech and Academic Freedom in Australian Higher Education Providers. A module on freedom of speech in education and research is embedded in all undergraduate degrees.

COUNTERING FOREIGN INTERFERENCE

- UoM's foreign and geopolitical risk committees (e.g. Geopolitical Risk Advisory Group, Research Due Diligence Advisory Group) focus on identifying potential foreign interference in all parts of UoM's operations. There is a mandatory requirement for all staff to disclose foreign interests annually.

CYBERSECURITY

- UoM's actions to defend against an increasingly hostile cyber landscape are articulated in its new Cybersecurity Strategy (2023).

Section 1: Strategies for Improving Equality of Opportunity in Higher Ed

ACCESS, PARTICIPATION AND SUCCESS OF DIVERSE COHORTS

With ambition to nurture excellent students from all backgrounds as outlined in the [ASE Strategy](#), the University plans to significantly increase participation from low socio-economic, rural and remote students; students with a disability; and Indigenous students, with strategies as follows:

- 2024 marks the first year of UoM's flagship [Narm Scholarships](#) (guaranteed to students who are Indigenous Australians, and also to students in low SES areas and others based on overall level of disadvantage) providing stipends, material support and implementation of a tailored enrichment program for students from these target equity groups.
- For Indigenous students, [Murmuk Djerring](#), UoM's Indigenous Strategy 2023-2027, and the [Indigenous Student Plan 2023-2027 \(ISP\)](#) detail new initiatives to be launched - building upon the work of Murrup Barak, the Wilin Centre and the Poche Centre- including the Indigenous Tutorial Assistance Scheme and the Professional Certificate in Indigenous Research & Graduate Certificate in Indigenous Research and Leadership.
- Murmuk Djerring will also provide for: unprecedented investment in student leadership programs; ensuring UoM's physical campuses recognise and give prominence to Indigenous cultures; development of an Indigenous cultural education program; promoting the recognition, curation and activation of Indigenous Knowledge and value systems in the academy; surveying Indigenous students for an open and honest conversation about their

UoM experiences; and acknowledging and taking responsibility for ways in which the University has contributed to historic and current injustices through truth-telling.

- The ISP empowers Aboriginal and Torres Strait Islander students to succeed in a safe, welcoming, and respectful environment. Three focus areas will integrate the priority areas with those of Murmuk Djerring: Student Wellbeing; Student Experience; and Graduate Pathways.
- UoM will continue to strengthen its [schools outreach programs](#) to attract students from underrepresented cohorts, and has established two advisory groups of schools careers practitioners to help guide these efforts (for regional areas and for low SES metro schools). UoM is also utilising the funding provided through the '20,000 additional CSPs' program, to attract and support new undergraduate students in equity groups within Engineering and Computer Science majors.
- UoM's [Diversity and Inclusion Strategy 2030](#) articulates five-year strategic priorities, including creating a culturally safe University, ensuring fully accessible campuses and increasing diversity and supporting equitable recruitment of staff and students. The [Disability Inclusion Action Plan](#) (2023-2026) sets out the actions to significantly improve the inclusion and participation of students and staff living with disability.
- Students admitted to the University are tracked through the student management system to monitor student success rates and ensure entry standards are appropriate. These data allow the University to identify and tailor appropriate support programs and benchmark against other institutions. An annual *Indigenous Outcomes Performance Report* tracks performance against the *Indigenous Outcomes Measurement Framework*.
- In addition, The University's AMPF tracks progress against targets for key student diversity and inclusion metrics:
 - Indigenous student headcount
 - % of domestic low SES commencing UG students
 - % of domestic regional and remote commencing UG students
 - % of domestic commencing students with indicated disability

Section 2: Strategies for Improving Teaching and Learning

TEACHING AND LEARNING PRACTICE

The [ASE Strategy](#) outlines UoM's approach to improving teaching and learning practice and strengthening our curriculum. Key priorities include:

- Evolving the Melbourne Curriculum so students move through clearly defined study pathways and engage with research and industry in their learning.
- Prioritising interaction and inquiry-based learning in our teaching practices and learning environments, supported by leading technologies.
- Systematically transforming assessment practices to deepen student learning.
- Building a stronger sense of belonging for all students by enabling deeper connections to their peers and staff.
- Improving first-year transition into our undergraduate programs that gives students the time, space and structures to establish themselves academically, personally and socially.
- Strengthening a diverse educational community with a focus on student and staff wellbeing

This is supported by T&L workforce priorities outlined in the [People Strategy](#), including:

- defining academic roles on a spectrum from education-focused to research-focused with no continuing roles exclusively one or the other, (embedding even more strongly research into the curriculum) and
- developing new specialist technical and administrative teams to support teaching delivery.

ACCESS AND ADMISSIONS TRANSPARENCY

- UoM's Special Entry Access Scheme, [Access Melbourne](#) is designed to support the entry of students who have faced unique circumstances throughout their schooling. UoM's new [Access Melbourne calculator](#) allows undergraduate students to see their eligibility for the scheme and the estimated ATAR needed. Our admissions transparency framework (introduced for 2024 commencers) provides both international and domestic [graduate coursework students](#) with clarity on our entrance standards.

STUDENT RETENTION AND SUCCESS

- UoM supports both students at academic risk of failure and other students at risk (i.e. mental health) guided by the Student Wellbeing and Mental Health framework. All commencing undergraduate students undertake a wellbeing and success modules as part of '[Discovery subjects](#)'.
- UoM recently launched its [Student Outreach and Referral \(SOAR\) service](#) – available to subject co-ordinators concerned about a student's level of engagement in their studies, or their general welfare, and provides individualised support for students.
- There are numerous dedicated [support services](#) tailored to meet students' academic and wellbeing needs. These include [Murrup Barak](#) in support of Indigenous students, [Academic Skills](#), [Student Equity and Disability Services](#), [Counselling and Psychological Services](#), [Health Services](#), [Financial Aid](#), [Safer Community Program](#), the [Melbourne Peer Mentoring Program](#), [Careers Advising](#), [Course Advising](#) and [Academic Advising](#).
- [Academic Advising at Melbourne](#) connects each undergraduate student with an academic staff member who takes an active interest in the students' wellbeing, progress and success throughout their studies. These personalised conversations enable academics to build caring connections and scaffolded support for students in the context of learning, teaching and the undergraduate student experience.

The University's AMPF tracks progress against targets for a range of T&L metrics, including:

- Student experience satisfaction (internal survey)
- QILT Measures – Overall Student Experience, teaching quality score
- Average leadership measures score from GOS-L
- ACODE Technology Enhanced Learning Survey score
- Unique staff enrolments in in-scope digital training and development programs
- Number of students who undertook a subject that has been 'digitally uplifted'

Section 3: Strategies for Improving Research, Research Training, and Innovation

In 2024, UoM will focus on three key areas in research, research training and innovation, building upon its recent successes in global rankings and awards (ranked #14 globally QS 2023):

1. Driving research capability and excellence

- Expansion of professional development opportunities and resources for graduate research supervisors.
- Implementation of a framework to develop skills and capabilities for Early Career Academics and Graduate Researchers, supported by the Researcher Development Unit.
- Implementation of the Research Infrastructure Ecosystem Roadmap to provide access to a world class research environment.

2. Advancing a renewed emphasis on all areas of research translation and impact

- Targeted investment and enhanced cross-disciplinary partnerships (including industry) through our [interdisciplinary research institutes](#) and initiatives such as [Melbourne Climate Futures](#), the [Biodiversity Institute](#), major new and developing precincts such as [Melbourne](#)

[Connect](#), [Fishermans Bend](#), [the Aikenhead Centre for Medical Discovery](#), [the Melbourne Biomedical Precinct](#) (including the [Australian Institute of Infectious Disease \(AIID\)](#) and the [Cumming Global Centre for Pandemic Therapeutics](#)).

- Continued implementation of [research commercialisation](#) and industry engagement initiatives and activities – [Melbourne Accelerator Program \(MAP\)](#), [Translating Research at Melbourne \(TRaM\)](#), [Proof of Concept Fund](#), [Genesis Pre-Seed Fund](#) and [Tin Alley Ventures](#); alongside increased focus on UoM’s industry partnerships such as with [Illumina](#) and CSL (see also **Section 4**) including the [Jumar Bioincubator](#), [Neo-bionica](#), and the [Victorian Medtech Skills and Device Hub](#).
- Progression of initiatives as part of the University’s Research Impact Framework designed to enable the development of a research impact culture, including services and support provided by UoM’s business and research development staff and knowledge and tech transfer specialists. Examples include: the [Marles Medal](#) recognising excellence in research impact; an "Impactful Career Pathways Program" for staff; providing access to Emerald Impact Services; and updated researcher promotion criteria to recognise impact measures (including industry partnerships and commercialisation) alongside more traditional scholarship measures.

3. Fostering and initiating research collaborations and partnerships with key national and international partner organisations (See also **Section 4**)

- Leveraging our place and precincts such as [Melbourne Connect](#) (digital innovation ecosystem with links to CBD/[Cremorne Digital Hub](#)), the world-renowned [Melbourne Biomedical Precinct](#), the creative and performing arts precinct in Melbourne’s Arts Precinct at Southbank, the [Science Gallery](#) and future developments in engineering and design at [Fishermans Bend](#), which has the potential to deliver research infrastructure relevant to AUKUS and the nuclear submarine program along with industry engagement.
- Continued contribution of research and expertise to the City of Melbourne as a centre of knowledge and innovation including projects such as the [Retrofit Lab](#) and the [Digital Inclusion Program](#).
- Supporting researchers to develop high-quality and impactful global partnerships, through [International Research Training Groups](#) (including industry PhD) and strengthening our international presences.

The University’s AMPF tracks progress against targets for a range of Research, Research Training and innovation metrics, including:

- HERDC Category 1 and total income
- % of research outputs in to 10% (citations in SciVal)
- Graduate researcher satisfaction (internal survey)
- # Graduate Research completions
- # IP disclosures, policy and patent mentions
- % of research outputs co-authored with international institutions
- % of research outputs with Academic-Corporate collaboration

Section 4: Strategies for Engaging with Industry

Industry engagement is embedded throughout the University’s strategies and programs across UoM’s multiple campuses including Parkville, six specialist campuses throughout Greater Melbourne and regional Victoria, and two innovation precincts in Melbourne.

(Significant **Research-industry partnership priorities** are captured in **Section 3**.) Key priorities include:

WORK INTEGRATED LEARNING (WIL)

The University's [ASE Strategy](#) aims to grow opportunities for experiential learning for students and is tracking participation through programs such as [Melbourne Plus](#) and [graduate research internships](#).

- Increase the number of internships practicums and other WIL approaches (including the number of STEM skilled graduates), improving their employment outcomes and developing partnerships with industry.
- Growth in WIL experience undergraduate subjects (by 6% by the end 2024) including in flagship internship subjects in the Bachelor of Commerce and Bachelor of Science.
- Further development of programs such as the Innovative Practice Program (IPP) designed to enhance the work readiness of postgraduate students including the creation of a new Graduate Certificate of Innovation Practice.

GOVERNMENT AND INDUSTRY PARTNERSHIPS (see also Section 3)

- Partner with government and defence to further defence science and potential engineering opportunities at UoM's new [Fishermans Bend campus](#) (construction commencing 2024), adjacent to Defence Science and Technology Group.
- Work with industry to develop curriculum (including 60 places allocated in the BSc in 2024 and approx. 300 over 2024-27 through AUKUS places), develop technical solutions for the delivery of the Government's submarine program and for WIL for students.
- Delivery of learning experience programs at the [Science Gallery](#) with industry and government partners through the [STEM Centre of Excellence](#). Partners include the Parliament of Victoria, the Victorian Government, the Australian Space Agency, BASF, PACCAR, CA-ANZ.

REGIONAL PARTNERSHIPS

- Continue to foster meaningful connections with place-based partners across Melbourne, the Goulburn Valley and North East Arnhem Land and contribute to social cultural and economic prosperity, and progress work on the new [Munarra Centre for Regional Excellence](#) in Shepparton to increase opportunities and education pathways for the Indigenous community in the region, in partnership with the Victorian Government (\$30M).
- Advance recognition of [Indigenous knowledge](#) systems globally and foster new international university collaborations and Indigenous research and education networks, including through the Association of Pacific Rim Universities Indigenous Knowledges Network.
- UoM's [Asialink Institute](#) will focus on producing new knowledge and learning assets across priority sectors to provide Australian businesses with deeper knowledge and sectoral insights into Asian markets, following its 4-year renewal by the Dept. of Industry, Science, Resources.
- UoM's [Australia India Institute](#) partners with government to advance bilateral education cooperation, aiming to be Australia's leading voice on the Australia-India relationship and the principal convener of strategic dialogue between the two nations.

COMMUNITY ENGAGEMENT

- Continue to contribute research expertise to a broad range of Indigenous communities including through the [Indigenous Data Network](#), the [Research Unit for Indigenous Arts and Culture](#), Wilin Academic Pathways & Community Engagement Programs, the [Atlantic Fellows for Social Equity](#).
- Continue to provide an extensive annual program of cultural activities to students, staff and the public, including through UoM's cultural venues (such as [Buxton Contemporary](#), [Grainger Museum](#), [Potter Museum of Art](#), [MPavillion](#)).

SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

by

Madonna Morton

Full name (please print)

First Assistant Secretary

Position

of the Department of Education



Signature

29/05/2024

Date

SIGNED for and on behalf of

THE UNIVERSITY OF MELBOURNE


by

Professor Duncan Maskell

Full name (please print)

Vice-Chancellor

Position



Signature

In the presence of:

Ms Carol Boles

Witness (please print)

Executive Assistant

Position or profession of witness (please print)



Signature