



**2019 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. The University's Strategic Plan - *Growing Esteem 2015–2020*, frames ambitious aspirations for teaching, learning and the student experience, for research which is globally recognised for its quality and impact and embeds the principles of sustainability in our work.

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

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 2019, the University will co-convene a regional forum with the Committee for Greater Shepparton, the Kaiela Institute and Greater Shepparton City Council to co-design 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 and sets out the sustainability values and principles to be embedded in our work. Our Sustainability Plan 2017 - 2020 identifies priority actions and targets to move us towards realising the commitments of the Charter.

The primary focus for 2019 is the continued effective implementation of *Growing Esteem 2015-2020*, with particular emphasis on initiatives aimed at:

- A focus on the undergraduate student experience with the formulation of a new strategy for student life offering a distinctive student experience through high quality, research-led, teaching and learning, that is underpinned by continuous curriculum improvements, innovations in digital learning, development of teaching staff and effective support for the wellbeing of students;
- Integrating more digital and flexible learning opportunities for students through the Flexible Academic Programming project;
- The development of a holistic professional development framework for graduate researchers and their supervisors;
- Continued focus on strategies to encourage research translation and commercialisation through engagement with industry and other end users;
- Further developing an array of large capital projects and precincts to support our engagement with partners in research, education and innovation and the broader community.

With respect to the French Review, 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. The policy will safeguard students, staff and invited visitors on our campuses and ensure freedom of speech continues to flourish at the University of Melbourne.

With the conclusion of Growing Esteem in 2020, the University is currently developing a new strategy for the next decade which will be published next year.

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, peer to peer teaching reviews.

During 2018/2019 we have been formulating a new strategy for undergraduate student life, founded on student feedback and contemporary research on the student experience. The *Student Life White Paper: a strategy for undergraduate student life* (August 2019) recognises the importance of transition to University for a positive undergraduate student experience and recognises that a sense of belonging, wellbeing and peer relationships is an important predictor of student success and retention. The University is also having a broader conversation about its vision, purpose, and values to develop Strategy 2030. Part of that strategy discussion considers what it means to place students at the heart of the University.

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 the ways in which we support students to excel and succeed and across 2020 to 2025 we will:
 - Enhance guidance and transition to the University, setting them up 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 has begun on the Graduate Student Life Project. In 2020, The University will develop a set of shared aspirations for the graduate student experience (excludes Research Higher Degree students) at the University and recommend some key interventions to address any common issues identified.

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 Student Union and Graduate Student Association;
- Implementation of new opportunities for international mobility experiences with leading university partners;
- Through the Respect Taskforce, continue to inform and empower students to report and 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 use an ATAR score 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 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 present exceptional rate of retention and success will be maintained with the University currently recording the lowest attrition rate for domestic bachelor students in the nation at 4%.
- 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 and it prioritises the University's focus to 2025. Throughout 2019 and as part of its overall research and research training strategy the University:

- Drives 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.
- This year the University will develop a holistic professional development framework for graduate researchers and their supervisors; increase enrolment opportunities and flexibility for graduate researchers to undertake placements and internships.
- The University continues to focus on strategies to encourage research translation and commercialisation through engagement with industry and other end users. Included in this are activation 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. In the last 5 years the University has seen an annual growth in Category 2-4 income of 9.7%.
- In 2019, the University developed an Open Access statement of Principles that affirms the University's commitment to the dissemination of research in a timely and accessible manner. The University's open access repository aims to collect, preserve and showcase the intellectual output of staff and students. Annually over 2,500 research publications (excluding theses) are added to the repository. According to the CWTS Leiden ranking for 2019, the University has increased its percentage of papers in open access from 33.8% (2006-2009) to 46.0% (2014-2017).

EQUITY

The University is committed to diversifying its student population and ensuring that students from under-represented, disadvantaged and other diversity and equity groups have opportunities to participate and succeed at Melbourne. We will 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. Provide a range of targeted equity focused outreach activities, events and programs for prospective undergraduate students and their families studying in secondary schools across metropolitan Melbourne, regional Victoria and interstate Australia. Further information on our prospective student programs can be found [here](#).
5. 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.
6. 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.
7. 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 \(RISE\)](#)
8. 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 will continue 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 (MCP) 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 new 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 Model 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 ISO27001 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 2019, the University will be further enhancing its capabilities by introducing negotiated retainers for a specialized 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 include 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

In the presence of:

THE COMMONWEALTH OF AUSTRALIA

by

Dom Schubert
Full name (please print)

Draw Menzies-McVey
Witness (please print)

CRABS MANAGER
Position

Branch Manager
Position or profession of witness (please print)

of the Department of Education as delegate of
the Minister for Education.

Signature

Signature

Date 23/12/19

SIGNED for and on behalf of

In the presence of:

UNIVERSITY

MARK CONSIDINE
Full name (please print)

ADELE O'DRISCOLL
Witness (please print)

ACTING VICE-CHANCELLOR
Position

ADMINISTRATIVE OFFICER
Position or profession of witness (please print)

Signature

Signature