THE UNIVERSITY OF
MELBOURNE

Growing Esteem:

The University of Melbourne Strategic Plan

2006

# The Triple Helix

Melbourne's academic programs should form a tightly-wrapped spiral of distinct but related activities that together define the institution's character. The University has set three priorities: research, teaching and knowledge transfer.

# Contents

# From the Vice-Chancellor

This *Strategic Plan* sets out a program of tasks that the University must accomplish in 2006 to realise *Growing Esteem*, which lays out Melbourne's aspiration to be a public-spirited institution highly regarded for making distinctive contributions to society in research, teaching and knowledge transfer.

By the end of 2006, much of the University's work in these three areas will have been reviewed and, in many cases, reconfigured to support research goals, more graduate teaching and targeted knowledge transfer. The institution's administrative systems, policies and processes will likewise have been reviewed to ensure they support a new suite of academic programs and priorities, and more streamlined and connected administration.

It is clear the status quo is no longer an option. Taking responsibility for our own future offers more freedom, but also more uncertainty. Coordinating change effort across the institution will be especially complex, since the aim is to draw disparate activities more closely together. Introducing new programs will demand careful attention to workloads and transitions for the people affected. Unexpected problems will emerge, demanding revision of plans and inventive solutions, and all in a context of flatter revenue growth. The intellectual and communication challenge will be to maintain clarity about the long-term benefits of moving from the old to the new.

Sustaining momentum for positive change will be a test of our collegiality, and our capacity to learn and manage creatively. There is much scope for leadership and initiative as we rethink and renew our arrangements. The broad strategic direction has been set.  Now, working with the Curriculum Commission and other *Growing Esteem* review bodies, detailed planning needs to be driven from the bottom up, faculty by faculty and department by department. This foundation work in 2006 will provide a historic opportunity to assure the University's contribution and reputation in the decades to come.

Glyn Davis
*Vice-Chancellor*
February 2006

# Growing Esteem



*Aerial view of the campus with the Beaurepaire Centre under construction, circa 1956*

*Aerial view of the campus, 2006*

# Vision

**To be true to itself and true to its context, this University reaffirms its 1996 commitment to be 'one of the finest universities in the world'. What should this now mean?**

As a fine academic institution, Melbourne honours its traditional promise to uphold the scholarly values of intellectual freedom, honesty, openness and rigour.

As a fine research institution, Melbourne seeks to strengthen its core intellectual disciplines, open new paths to scientific understanding and support critical and creative endeavour in fields that do not fit conventional research paradigms.

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

As a public-spirited institution, Melbourne declares its intention to make research, student learning and external engagement serve public ends. This includes taking up pressing societal problems in research, producing graduates prepared for responsibility, and promoting inquiry and open debate based on evidence and reason.

As an internationally engaged institution, Melbourne undertakes to work with overseas colleagues and students to meet global challenges with intelligence, ingenuity and respect for humanity.

As a university with a strong sense of place, Melbourne reaffirms the unique virtues of its campus locale, where face-to-face teaching remains the norm, where scholars gather from across the globe, and where learning communities embrace evolving technologies. This is a place where great scholars lead talented students to open their minds, share wisdom and face the great unknowns: a place where each new generation can define a future that it values.

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

Yet the anxieties of competition need not determine the University's vision, identity or strategy. In the midst of change, the challenge is to be firm on ends but flexible on means, sustaining character and mission while adapting to new settings. Although the logic of success in most international rankings is to concentrate primarily on research, Melbourne will place an equal stress on research and teaching as in the past, and expand a third focus on knowledge transfer. The University's future will depend on its ability to combine a 'triple helix' of academic programs in each of these domains. Melbourne will be an institution that excels not just at research, but in bringing ideas to life and making knowledge work for its students, staff and a broader public.

# A triple helix

In reaffirming the intention to be among the finest, the University will address some deficits in achievement to date – a strong but still uneven research record, pressures of size, span and coherence in undergraduate teaching, and public outreach not always well-linked to teaching and research.

Setting three priorities for the University of Melbourne – research, teaching and knowledge transfer – adds a new dimension to the teaching-research nexus. Melbourne's academic programs should form a tightly-wrapped spiral of distinct but related activities that together define the institution's character.

Research is the first strand, embracing the systematic generation of new knowledge, development of new ideas and experiment with new techniques. These activities inform student learning and provide an intellectual platform for engaging in knowledge transfer.

The second strand is learning and teaching. It explicates a body of ideas, is informed by available research, and instills habits of inquiry that reflect the provisional nature of knowledge.

The final strand is knowledge transfer. It encompasses many dimensions of interaction between academia and wider society – from the way public intellectuals use media platforms to participate in debate, to policy work for government, industry and communities, to contract research and education services, and to the complex and risky work of creating business ventures to distribute new technology.

A sharper focus on knowledge transfer will ensure the institution is more widely connected to non-academic partners and able to receive, develop, co-produce and transfer new concepts and their applications. To be effective, knowledge transfer activities should both shape and shadow the University's research and teaching priorities, and be informed by active social and economic engagement. As a public-spirited university, Melbourne will serve local and international communities best by selective engagement, where it has distinctive contributions to make, and when the benefits are compelling.

The triple helix has evolved into a metaphor for complex and shifting relations among disparate spheres of activity. The Melbourne vision of a fine university is one where a triple helix of sharply-focussed, well-supported research, teaching and knowledge transfer remain tightly bound, each shaping and reinforcing the other.

To pursue this vision the University will configure its programs around those disciplinary and societal problems in which the institution can make a difference. This means work on setting priorities, structuring programs, designing enterprise systems and deploying institutional resources to combine the efforts of scholars, staff, students and external partners. Beginning in 2006 the University will review its programs on a three-year cycle.

# The path to 2015



*Looking down from Union House, circa 1951*



*South Lawn, 2005*

# What will the University look like in 2015?

## A snapshot of our future profile may help to clarify what will be different once the transition is complete.

By 2015 the University will have a sharper research focus, and will have confirmed its reputation as a site of world-significant research, a national leader in research training, and a destination of choice for eminent scholars and outstanding students. The Melbourne Model will combine the best elements of Australian and international approaches to undergraduate liberal education and graduate professional training. The University's profile as an actively engaged, public-spirited institution will be reflected in its portfolio of knowledge transfer activities. On campus the most visible differences will be in new facilities and in the course mix and student profile.

By 2015, the Melbourne Model will be in place. Two major shifts will have occurred: professional programs will overwhelmingly be offered at graduate level, and undergraduate programs will offer a more coherent general education with fewer courses and subjects, and a range of well-defined pathways into graduate study. Undergraduate programs will feature smaller student cohorts, more team-based teaching, and greater online support. Depending on the discipline, undergraduate study may include a semester spent off campus or studying abroad, a research project or a community service project.

From its current profile of approximately 42,000, of which 32,000 are undergraduates, the University is likely to peak at around 50,000 students, and, towards 2015, will reduce back down to current levels or below. Around 20 per cent of these students will be in the new graduate schools and a further 10–15 per cent engaged in postgraduate research. At undergraduate level, around 5–10 per cent will be domestic fee-paying students, and 20 per cent international fee-paying students. This means that most domestic students will still occupy Commonwealth-subsidised places. Many undergraduates will also enjoy free tuition or living allowances through University scholarships. In the new professional graduate schools, it is hoped that the government will agree to support around one third with Commonwealth subsidies. The remainder of the graduate student body will be split between domestic and overseas fee-paying students. Again, many of these students will be supported by University postgraduate scholarships.

In sum, the Melbourne Experience for students in 2015 will be more distinctive, more challenging, more flexible and better supported than in the past. A sign of success will be the University's capacity to attract talented students and researchers from all parts of the globe, and from a diversity of backgrounds.

# Getting to 2015

In 2006, major University review bodies will take forward detailed work on implementing *Growing Esteem*, marking a shift in emphasis from broad strategic statements to detail.

Perhaps the largest task is that of the Curriculum Commission, which will work with faculties to review current programs and plan the future profile of their undergraduate and graduate offerings. This process will be a case-by-case one: while aligning with international norms reflected in the Bologna Declaration, the Melbourne Model will take account of disciplinary differences and the requirements of Australian professional standards. (See table below for generic examples of possible transition paths to the Melbourne Model.) The result of this process will be a detailed transition plan for the next decade. It will be particularly important to pay attention to the pace of transition, including ensuring that workloads remain manageable. This means going back to first principles when considering the future of particular subjects and courses.

## Transition to the Melbourne Model: Generic Example

| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Existing generalist UG degree (three year) | Ongoing: curricula being reviewed | | | | | | | | | | |
| Existing Specialist UG degree (five year) | | | | | Final intake | | | | Final cohort completes (minimum time) | Extra teach-out phase | Final graduation from existing specialist degree |
| New UG degrees (three year) | | New degrees approved | 'Pioneer' intake | Further intake | First graduation from new UG degree | | | | | | |
| New Graduate degree (two year) | | Graduate schools launched | 'Pioneer' intake | Further intake/first graduation from new graduate degree | | | First graduation from combined new UG and graduate degree | | | | |
| Curriculum | | New degrees accredited | | Existing degree delisted | | | | | | | |

Callouts in table:
- This allows two years to prove market acceptance of new degree
- Pioneer intake to include a stream of guaranteed entry to graduate degree for high-achieving school-leavers, subject to UG performance
- 'Teach-out' (students have option to migrate to new degrees)
- Range of pathways to enter degree

At the same time, a Research and Research Training Quality Taskforce will undertake a transparent and systematic review of research impact and quality across the University. This will help the University to identify strengths and start to address weaknesses, and will also help prepare for the first Research Quality Framework (RQF), planned for 2007. In addition, a Cross-Disciplinary Research Working Group will identify priorities for cross-disciplinary research investment, and funding criteria.

The third strand of the triple helix will be the focus of the Knowledge Transfer Taskforce. It will develop a strategic framework for defining and supporting the University's portfolio of knowledge transfer activities. Since its emphasis will be on selective engagement for greatest social impact, it will identify ways to leverage both University research and teaching expertise, and wider relationships with external partners.

The work of the Curriculum Commission is related closely to the other strands because of the importance of research training and engagement with wider communities within the Melbourne Model.

Internally coordinating the implementation of *Growing Esteem* will be challenging and complex. The senior leadership of the University will monitor the progress of this work, ensuring that priorities are aligned as far as possible, and managing the pace of change, overlaps and sequencing.

Externally *Growing Esteem* goes against the grain of current Australian expectations in higher education (for example, that professional education should start straight after high school), and the University will need to keep explaining the value of the Melbourne Model and seek to change perceptions as the detail of implementation is worked out. Thus it will be particularly important that we constantly communicate what the University stands for, and make clear that we have adopted the Melbourne Model for pedagogic and access reasons rather than just for revenue and resource reasons.

A year-by-year table of major milestones can be found at Appendix One.

# 2006 Strategic Plan



Students at lunch in the building now known as Union House



Students at lunch, 2006

This plan sets out the first steps the University will take during 2006 on the path to 2015. It will be followed by a new iteration at the start of each year, revised to account for progress made, problems solved, lessons learned and emerging challenges.

The plan is structured around the triple helix metaphor used in *Growing Esteem.* The three strands of research, teaching and knowledge transfer each appear with their tasks, challenges, and signs of success. The fourth section then considers institution wide themes and challenges.

One aim as we proceed will be to reduce the number of plans the University presently produces, in pursuit of a less onerous planning cycle. It will take time to move from the old planning process to the new, so in 2006 work will be undertaken to reconcile the two approaches. For further detail, see Section 9 on page 38.

# Research and research training



University laboratory, circa 1958



Biochemistry researchers at work
in the new Bio21 Institute

# Research and research training

Viewed nationally, Melbourne is a leading research university. It scores strongly against every national research indicator for size, from income and publications to research higher degree load and completions. It is uniquely placed in the Parkville precinct, able to work closely with some of Australia's eminent biomedical research institutions. A number of disciplines at Melbourne are ranked among the best in the world.

Yet the University does not have the consistency of performance or the research impact it seeks. Ideas generated at Melbourne do not always engage or persuade academic peers. The University lacks sufficient high citation researchers who count among the top 250 in the world in their fields.

Policy direction and the lessons from international comparisons alike argue for fewer research fields performing at a higher level, and stronger links between them.

## 2006 Strategies

1. **Move towards world-significant research**
   - set criteria for assessing research quality and conduct a first round of assessments
   - where required, develop plans to improve research quality and impact
   - increase citations by raising the profile and accessibility of Melbourne research
   - increase overall research funding levels and diversify funding sources

2. **Strengthen cross-disciplinary and collaborative research**
   - identify emerging strategic, cross-disciplinary priority areas for investment
   - develop search criteria for Future Generation Professors to lead collaborative research in these areas

3. **Build future research capacity**
   - increase focus on research training
   - develop the next generation of leaders from among early and mid-career researchers
   - continue to recruit and retain high-calibre researchers

# 1. Move towards world-significant research

1.1 To set priorities for greater investment in areas of highest research performance and potential, a transparent and systematic Research Review will be carried out in each area by the end of September 2006. A Research and Research Training Quality Taskforce, to be chaired by the DVC (Research), will conduct an audit of research projects and staff profiles across the University. In parallel, the Taskforce will work with each area to develop appropriate criteria for assessing performance, with the unit under assessment varying by faculty, program or discipline. These criteria should show whether each area is in the top three in Australia, but will also take into account relevance, significance and impact against international benchmarks. (See Appendix four for Terms of Reference.)

1.2 This first round of review in 2006 will set a baseline for maintenance or improvement of research and research training until the next round of assessment in 2009; where required, the Taskforce will work with the unit in question to develop improvement plans. In the long run, as criteria are sharpened and assessments become reliable, priority will focus only on those academic areas which show the potential to be recognised as world-significant. Evidence of continuing under-performance will open the prospect of restructuring, re-organisation or closure as appropriate.

1.3 Completing this initial process of evaluation during 2006 will help prepare the University for the Research Quality Framework (RQF) exercise, due to commence the following year. The Research Reviews will be informed but not limited by the RQF approach. Data from the 2009 Review will be used to decide the research profile of the University going into the 2010 RQF.

1.4 In addition to addressing research quality, the University will aim to increase research citations by making Melbourne research more easily accessible to other researchers. 'Open Access' publishing will be strongly encouraged, including the establishment of institutional digital repositories of scholarly works. Writing critical reviews in quality journals, publishing with leading overseas scholars, exposure by presenting at the best national and international conferences, visiting fellowship programs, and ensuring that the University receives due recognition for the work of affiliated scholars and institutions will be among the approaches used to raise the profile of Melbourne research. Finally, a web-enabled research portal will be developed to make Melbourne scholars and their work significantly easier to find.

1.5 The University will continue with its existing, highly successful program for attracting Nobel Laureates and other eminent international research scholars, including Federation Fellows, whose interests and productivity matches the University's research aims. Targets will be developed following the Research Quality Review and setting of strategic research priorities (see 2.2 overleaf).

1.6 National and international competitiveness in winning research funding is central to achieving the vision laid out in *Growing Esteem*. The University will increase research income from all sources by 12 per cent, and increase between 2004 and 2006 the amount of research funding awarded by international agencies by 10 per cent. In addition, each faculty will set a five-year target for increasing research income as part of their operational performance review process, with interim targets.

1.7 The University will continue to develop internationally competitive research infrastructure. Major undertakings planned for 2006 include continued investment and involvement in 'e-research' and other initiatives, including the Australian Synchrotron, and the introduction of the new Themis research management system.

## 2. Strengthen cross-disciplinary and collaborative research

2.1 Building on the successful Bio21 Institute Model, the University will establish a Future Generation research fund to encourage more intensive cross-disciplinary research across networks of academic departments, industry and other tertiary institutions. A Future Generation research fund campaign will be launched during 2006.

2.2 A cross-disciplinary research working group, chaired by the Vice-Chancellor, will be established to identify emerging strategic priorities and cross-disciplinary developments at the national and international level. A bidding process will be established within the University to identify priorities for the Future Generation research fund; the working group will develop criteria to identify the strongest cases for investment. This will enable the alignment of University resources – for external bids and for establishment funding for new cross-disciplinary research initiatives – with emerging strategic priorities. (See Appendix four for Terms of Reference.)

2.3 The working group will also set search criteria for 10 Future Generation Professors to lead work on priority areas, and plan for their recruitment from early 2007.

2.4 Building on the success of the Faculty of Science Centenary Fellows program, the Fund will also be used to invest in the future of Melbourne research by supporting six Future Generation Fellows at post-doctoral and early career level.

## 3. Build future research capacity

3.1 Research students make a major contribution to the research profile of the University, and make up the next generation of researchers. The University aims to create an environment where students can realise their abilities, better recognising potential as well as achievement. The University will provide postgraduate research students with

research supervision, seminars, infrastructure and support of the highest possible quality, enhancing their career prospects through programs designed to develop leadership and professional research skills.

3.2 Regular, systematic feedback from students will continue to be used in professional development planning for supervisors and the use of research supervisory panels will be expanded. The University will aim to increase completion rates by 10 per cent a year for the next three years, and improve research supervision satisfaction rates.

3.4 To support performance and career development among junior and mid-career researchers, the University will improve its mentoring and development arrangements through targeted courses and performance management plans.

3.5 Cultivating the next generation of leaders from among early and mid-career researchers requires the University to support women at Levels A and B to complete doctoral qualifications and develop their research output and profile. Measures will be introduced to address barriers to progression for all equity groups, especially women. In particular, the University recognises that RQF exercises have produced unwelcome consequences for gender equity in other countries. We must avoid such outcomes for staff at the University of Melbourne.

3.6 Part of the role for each Future Generation Professor will be to build research teams, and raise the funds to secure more opportunities for fellows, postdoctoral students and mid-career researchers. Criteria for their recruitment should include a track record of being able to attract grants and high quality team members.

## By the end of 2006, we will know we are on track if …

- we have reliable information from the first round of research assessments, and know our strengths and weaknesses
- we have put plans in place to improve where required
- we are beginning to see increased research impact, including increased citation rates
- we have increased our research funding, particularly from overseas, and diversified our sources of funding
- each faculty has in place a five-year target and interim targets for increasing research funding
- we have identified priority areas for cross-disciplinary investment and launched the Future Generation research campaign
- satisfaction levels of research students in the QRS are at least 4.0
- research higher degree completion rates have increased by 10 per cent
- measures have been put in place to address barriers to progression for women and staff in other equity groups

# Learning and teaching



Engineering Library, circa 1928



Students using the wireless link in the Percy Baxter Collaborative Learning Centre, 2002

# Learning and Teaching

Melbourne aspires to offer internationally transferable qualifications to talented students, built on strong pedagogy and inspired by exceptional scholars. To do this, the University must address growth in student numbers and subject options, and move towards a common degree structure reflecting international norms. In most but not all cases, Melbourne degrees will be based around a few generalist three-year undergraduate programs leading into intensive two-year professional training or research training at graduate level. As part of this development of a new Melbourne Model, the University will review undergraduate curricula, introduce more professional graduate programs, and strengthen the preparation for doctoral research. As with the Bologna Declaration, which excludes a number of professional disciplines from the '3+2' approach, the Melbourne Model will not be a rigid framework applied regardless of circumstance. The core of the model is graduate entry to professional programs, and timeframes can be adapted where necessitated by particular professional requirements.

The guiding principles will be to ensure rigorous standards at both undergraduate and postgraduate levels, keep career options more open at the point of undergraduate enrolment, and enable more considered choices by students about their further study.

Designing new graduate coursework programs will also provide an historic opportunity to evaluate and improve the intellectual coherence, research relevance and cohort experience in undergraduate programs. These programs should set a new benchmark in Australian higher education, offering a first-rate undergraduate education whether or not students proceed to graduate school.

## 2006 Strategies

**1. The Melbourne Model: planning the transition**

- review all courses, and plan the transition to the Melbourne Model over 10 years
- ensure that the best and brightest are attracted to the new model
- prepare to manage transition, with particular regard to workloads

**2. The Melbourne Experience**

- encourage, assess and recognise good teaching practice
- design courses and methods to make best use of online facilities
- ensure that the Melbourne Experience is an international one
- build student support services, including transition support to employment
- progressively renew physical infrastructure to support learning

**3. Ensuring access for the best and brightest**

- continue to attract the best and brightest students
- address financial barriers, including expanding scholarships for undergraduate and graduate students through a scholarships fund
- rethink admissions processes at undergraduate and graduate levels

# 1. The Melbourne Model

1.1 A Curriculum Commission has been established, chaired by the DVC (Academic). It will work with each faculty to plan the transition to new undergraduate and graduate programs under the Melbourne Model, and will report to Academic Board by the end of September 2006. (See Appendix Four for Terms of Reference).

1.2 The University will aim to launch a number of Graduate Schools in 2007, and enrol students in 'pioneer' undergraduate and graduate programs in 2008, with further intakes to the new model over the following years. The pioneer programs will offer guaranteed graduate places to high-achieving school leavers, subject to meeting progression standards in a generalist undergraduate degree. These places will be supported by scholarships, reflecting an intention over time that a significantly larger proportion of students will receive scholarship support (see Fundraising, page 35).

1.3 While aligning with international norms reflected in the Bologna Declaration, the Melbourne Model will take account of disciplinary differences and Australian professional standards. Designing and introducing the Melbourne Model will be a case-by-case task. For some disciplines, Melbourne may need to ensure that undergraduate programs cover knowledge bases required at graduate level. In addition, bridging courses may be required to encourage lateral entry to the new graduate schools by students from other universities.

1.4 Along with these technical considerations, guiding principles should include attention to: the student cohort experience; pricing and market acceptance (including the adoption of a staged transition where appropriate); the workloads and economics of course provision; professional body accreditation requirements; infrastructure requirements; and optimal use of online facilities to support flexible and/or fast-track learning.

1.5 The transition to the Melbourne Model offers an opportunity to develop a significantly stronger sense of cohort or learning community for students. The University prides itself on the calibre of its students, and building regular and sustained contact with peers will ensure students learn from one another. Options for building this dimension into the design of new undergraduate and graduate programs include creating cohorts which take core subjects together within generalist degrees, and the development of small, stable, learning groups which span more than one subject.

1.6 Convincing Australian students, their parents, employers and professional bodies that completing a generalist undergraduate degree before moving to a postgraduate professional degree has educational and vocational advantage is crucial to the success of *Growing Esteem*. While in the majority of cases many students would have taken double degrees and therefore a similar length of time, the new system is likely to meet resistance in those courses where it will prolong the length of time spent at university. It will also be necessary to convince prospective students that the educational and other benefits of a redesigned curriculum are worth any extra costs. The leading American universities have no difficulty persuading people that the years and dollars they ask for are well spent. They point to the quality of the educational experience and to clear evidence that graduates from these institutions achieve better jobs and higher salaries than people who study elsewhere. It is therefore crucial that the educational experience at Melbourne is second to none in Australia (See paragraph 2.1 on page 20).

1.7 A major aspect of addressing these challenges will be seeking Commonwealth-Government policy change to support postgraduate professional education by allowing the transfer of some Commonwealth Supported Places to graduate level. In addition, the maximum amount students can borrow through FEE-HELP, the income-contingent loan system for full-fee students, needs to be enough to cover the costs of all courses. The University has already started raising this issue with policymakers, and must make its case vigorously during 2006. A Policy and Advocacy Taskforce will be established to work on these issues. (See Student Equity and Access, page 33, and Appendix Four for Taskforce Terms of Reference).

1.8 Other approaches to addressing the challenge of market acceptability will also be considered: staged transition to new programs; more flexible delivery to reduce completion time (for example through more intensive teaching and/or teaching year-round, and online delivery); additional ways of differentiating the Melbourne Experience (for example, ensuring that all undergraduate degrees involve a semester abroad or an online U21 Global subject, embedding a community service element into undergraduate degrees).

1.9 For staff, managing the transition will be challenging; implementing the Melbourne Model will involve many people who already have a full complement of responsibilities. It is likely new generalist undergraduate programs will be introduced in parallel, so students can make clear choices while ensuring that individual disciplines are not penalised by losing load to other faculties. Close attention will be paid to managing workloads. Modelling should ensure that double teaching is minimised by coordinating the phase out of discontinued courses as new ones begin. Independent external experts will be engaged to support the work of the Curriculum Commission as required.

# 2. The Melbourne Experience

2.1 Since the aim of the Melbourne Model is to make possible great student learning, the importance of the Melbourne Experience to the success of *Growing Esteem* cannot be overstated. The student experience at Melbourne, both in the classroom and outside it, must set a new standard in Australia. During 2006, the work of the Melbourne Experience Committee will need to be closely integrated with Melbourne Model transition planning.

2.2 Outstanding teaching at undergraduate and graduate level will continue to be encouraged and recognised through University teaching awards and the Carrick Awards for Australian University Teaching. The University will aim to be the highest ranked Group of Eight institution in the Learning and Teaching Performance Fund allocations. The University will also aim to be the highest ranked in course experience responses (CEQ) across Australia and in internal student surveys of the teaching and learning experience across all disciplines.

2.3 The University will encourage all teaching staff to undertake courses that update and refresh their knowledge of teaching technologies and pedagogies. A particular focus will be placed on strengthening teaching in postgraduate courses, including through the establishment of graduate teaching awards.

2.4 The design of courses and methods will make best use of online facilities so that students have 'anytime, anywhere' access to resources and each other. Campus-based modes of face-to-face learning will remain central to the learning experience, but will be supplemented by individual and group-based modes of e-learning. U21 Global subjects will be made available to Melbourne students, and further subjects and courses will be developed jointly with U21 Global.

2.5 The University's residential colleges house a relatively small section of the student body (around one in 15 students), but provide a rich seam of tradition and contribution to the life of the wider University. The University will work closely with the colleges to develop more interchange among different communities on campus, and to further develop the role the colleges play at Melbourne.

2.6 By facilitating rich encounters between people from different cultures, the University can educate students simply by challenging the familiar, subverting preconceptions and allowing them to develop ways of relating across cultural boundaries. To facilitate learning about other cultures, the Melbourne Experience will feature increasing numbers of students participating in exchange and study abroad programs, particularly to U21 institutions (for which the University will aim to increase by 80 the number of participating students). Students will be encouraged to develop competence in a language other than English. Finally, the University will also aim for more active recognition of the presence of a diverse international cohort of students to promote cross-cultural engagement among students.

2.7 An important aspect of the Melbourne Experience is the provision of a safe, attractive campus with outstanding educational, social, cultural and recreational amenities. Following the introduction of Voluntary Student Unionism, the University will guarantee provision of core student services and facilitate the availability of the full range of other student services. The University will also build on currently available student services, including extended support for the transition from University to employment. More generally, the Melbourne Experience Committee will continue to pay attention to developing a University community which draws in both domestic and international students and which has a focus on the campus. This might include supporting self-selected groups of students with common interests (for example, students with children).

2.8 The University will rework its Masterplan to support the new learning structures required by the Melbourne Model. The Masterplan process will include scoping and early development of flexible learning spaces, learning hubs and disciplinary precincts (the first of which will be the Student Learning Centre in the Engineering Precinct, to be commenced during 2006).

2.9 The planned student portal system will be online by the end of 2006, and will help students to locate services, academic advice and programs more easily on a single site. The University will also aim to achieve high levels of satisfaction with the implementation of its new learning management system, *Blackboard*, and the improved student management system and portal.

2.10 The Melbourne Experience Committee will design and carry out a survey of students at the end of 2006 to evaluate their first year 'Melbourne Experience'.

# 3. Ensuring access for the best and brightest

3.1 The University will continue to seek the best and brightest: those students who demonstrate the highest likelihood of success at university regardless of background or circumstance. While ENTER targets will remain high, the University will continue to foster greater participation and retention of students from under-represented groups.

3.2 In 2006, the University will aim to maintain at least an aggregate median ENTER score above 95.0 for school leaver applicants enroling in undergraduate courses, and to enrol at least 70 per cent of the VCE students who achieve ENTER scores of 99.0 or above. In order to increase its share of the highest achieving students throughout Australia, the University will also aim to increase by 30 per cent the number of high achieving out-of-state students with Year 12 scores equivalent to an ENTER score of 99.0 or higher. While the University needs to maintain these ENTER targets for 2006 and 2007, it is important to note that the shift to the Melbourne Model will require the development of new admissions scores and criteria at the graduate level.

3.3 To help bridge the divide between school and university, Melbourne will further develop a range of relationships with local high schools and students. These relationships will have a dual aim: to identify and support students who would have achieved higher ENTER scores but for disadvantage, and to offer stretching enrichment programs for the highest achieving Year 12 students.

3.4 There are many ways to improve financial support for students, many of whom must cover living expenses as well as tuition. The University will extend its Access Melbourne scholarship program for undergraduates and postgraduates to minimise the effects of study costs on wider access. A scholarships fundraising campaign will be launched to seek greater philanthropic support to finance scholarships. Melbourne will argue the case for the Commonwealth Government to lift the cap on FEE-HELP for full-fee students, to allow transfer of Commonwealth-subsidised places from undergraduate to postgraduate programs, and to extend access to youth allowances and Austudy to graduate students. The University will also seek a Government commitment to reallocate surplus undergraduate places from Melbourne to other Victoria-based universities, so that the pool of publicly subsidised places does not diminish for Victorian school leavers.

3.5 Admissions processes will be reviewed with an aim of further reducing the reliance on standardised school results as the basis for selection into professional programs, and to plan for greater diversity in recruitment programs. The use of entry exams to graduate programs will be considered, and other arrangements explored for pathways into graduate programs for non-Melbourne graduates, including under-represented groups.

3.6 A Policy Advocacy Taskforce, chaired by the Vice-Chancellor, will review financial support and admissions policies for both undergraduates and postgraduates to ensure that implementation of the Melbourne Model increases student equity and access at Melbourne. (See page 33 for more discussion of student equity and access and Appendix Four on page 51 for Policy and Advocacy Taskforce Terms of Reference).

3.7 Finally, the principles of Access Melbourne will be entrenched and expanded, and the University will continue to set engagement and recruitment targets for student groups from backgrounds, circumstances and locations currently not well represented in the University's student profile.

## By the end of 2006, we will know we are on track if…

- there is a detailed plan in place for making the transition of each faculty to the Melbourne Model
- we are ready to launch graduate schools, and to start recruiting pioneer cohorts to enrol in 2008
- a scholarships fundraising campaign has been launched
- we have maintained or improved our ranking in the Learning and Teaching Performance Fund applications
- we have begun to develop a new Masterplan to support *Growing Esteem*, and the new learning centre model is agreed and the first example underway
- we have reworked our financial support and undergraduate and graduate admissions policies
- we have made progress on government policy change

# Knowledge Transfer
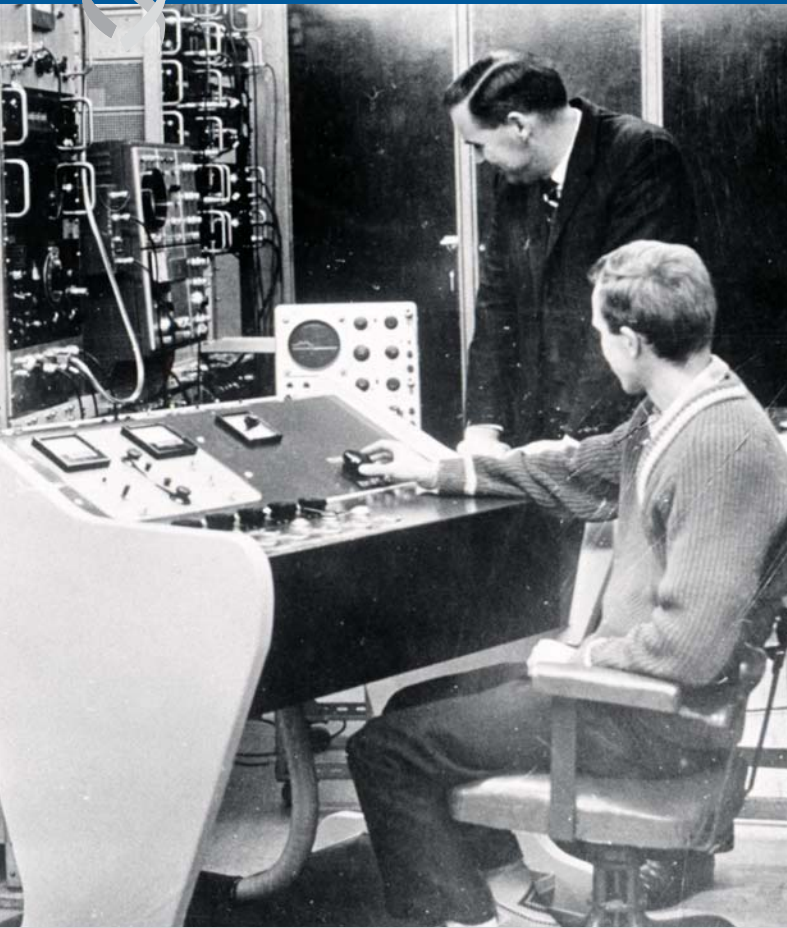


*Physics School, circa 1940*



*Computer Visualisation Facility, 2001*

# Knowledge Transfer

Knowledge transfer is a direct, two-way interaction between the University and its external communities, involving the development, exchange and application of knowledge and expertise for mutual benefit. The University's communities range from its neighbours in the surrounding suburbs and the CBD, to the Melbourne metropolitan and Victorian region from which so many of its students come, to national and international communities.

To be effective, knowledge transfer activities should both shape and shadow the University's research and teaching priorities, and be informed by active social and economic engagement. As a public-spirited university, Melbourne will serve external communities best by selective engagement, where it has distinctive contributions to make and when the benefits are compelling. The development of the University's knowledge transfer strategic framework will aim to provide intellectual leadership in this domain.

# 1. Developing a strategic framework for knowledge transfer

1.1 While many examples of knowledge transfer activities already exist at Melbourne, there is as yet no commonly understood language inside or outside the University. A Knowledge Transfer Taskforce, chaired by the DVC (Innovation and Development), will audit the current portfolio of activities during the first quarter of 2006, assessing social and/or economic contribution and relevance to teaching and research priorities. This will include identifying the full range of external engagement with government, community (Melbourne, Victoria, Australia and international) and industry, and costs and benefits where these are known. To ensure the University does not just focus on its own needs, and reflecting the renewed emphasis on Melbourne's role as a public spirited institution, a parallel survey will chart the needs of external communities and identify areas where the University could respond.

1.2 The Knowledge Transfer Taskforce will consider the results of this work and develop a strategic framework for the University's knowledge transfer activities, which will both reflect and inform the University's research and teaching profile. The framework will provide a sharper definition of the term 'knowledge transfer', set out the criteria for activities in this area, and develop measures for evaluating them. (See Appendix Four for Terms of Reference.)

# 2. Embed knowledge transfer in the core work of the University

2.1 Systems and protocols will be developed for implementing a coordinated knowledge transfer strategy across the University, and standards developed for University engagement with its communities.

2.2 Opportunities for student engagement in knowledge transfer activities will be explored. Options for embedding knowledge transfer projects in curricula will be identified and recommended to the Curriculum Commission, and extracurricular programs of student service and engagement will be strengthened.

2.3 Recruitment, performance and promotion criteria for staff will be reviewed, so that staff can be rewarded for their contribution to knowledge transfer activities (See People, page 34).

# 3. Transform Melbourne's social and economic engagement

3.1 *Alumni:* The University's community of 210,000 alumni is one of its greatest assets; their wide-ranging achievements and contributions across the country and around the world contribute substantially to Melbourne's reputation.

3.2 There is significant scope for the University to enrich the lives of its alumni, from facilitating networks to providing ongoing educational opportunities. In addition, there is great potential for alumni to play a wide range of roles in the life of the University, from mentoring current students in Melbourne to acting as ambassadors abroad. Yet the University central administration currently employs just three people to manage alumni relations. In 2006, a number of initiatives will be launched to transform the University's relationship with its alumni.

3.3 Early priorities include improving the quality of alumni information, significantly increasing the percentage of contactable alumni, and tracing 'lost' graduates. The University will also communicate more with alumni, expand the alumni web-based community (including setting up an open system where alumni themselves can update their details online), and provide lifelong email addresses for all graduates.

3.4 The University will review its program of alumni activities and plan for more focussed regular events and education opportunities on campus. This will happen in Victoria (where 80 per cent of the University's alumni live), interstate (especially Sydney, Canberra, Brisbane and Perth) and in select international locations such as Malaysia, Hong Kong, China, Singapore, London and the United States. Increasing the involvement of alumni on advisory boards, fundraising, and other volunteer activities (e.g. student mentoring and facilitating national and international alumni networks) will also be a priority.

3.5 *Community engagement:* The University will focus its community engagement on activities where the communities themselves derive clear benefit from their engagement with the University. The University will seek to work with local, regional and international communities. An example of current local engagement is the 'Risky Business' creative arts project which works with young people experiencing problems. An international example is the Victorian Students' Aid Project which has worked with communities in Guatemala, Tanzania and East Timor.

3.6 Working closely with the DVC (International), the office of the DVC (Innovation and Development) will build on the success of work such as that undertaken by the Nossal Institute for International Health, and will develop a major initiative in the area of international development.

3.7 *Engaging through the arts:* The University will consider how its cultural activities and assets can be more explicitly used for extending the University's work to the community. Resources such as Melbourne University Press, Asialink, the Ian Potter Museum of Art and other collections, the Victorian College of the Arts, the Melbourne Theatre Company, *Meanjin* and others provide ways of talking to the community in a range of voices. The University will explore ways of making the University's outstanding cultural resources accessible to wider audiences, and applying performing arts skills to social needs, building on work like the University's involvement in music therapy for pain and anxiety management with Peter MacCallum Cancer Centre patients.

3.8 *Intellectual leadership:* Through its public intellectual activity, the University will develop a stronger leadership role in building the fabric of the city, state and nation's culture, and to make a larger contribution to complex social and economic problems. The University will not only encourage a public intellectual profile for its members, it will actively support this. Training and mentoring opportunities will be provided for academics to develop their skills in media engagement and writing for non-academic audiences (including through the University's Writing Centre). Staff will be encouraged to develop regular commentary roles in order to drive public discourse rather than make one-off contributions in response to passing controversies. Public interventions need to be recognised as valuable and productive activity, and as such will be reflected in recruitment, performance management and promotion criteria.

3.9 *Generating income from knowledge:* Like other knowledge transfer activities, commercialisation aims to serve worthwhile social and economic purposes, but typically must do so on a self-financing basis. This could mean working with partners to distribute new products, investors to start up new companies, sponsor organisations to fund contract research, client organisations seeking consulting and educational services, or licensees wishing to use University courseware or other intellectual property. The knowledge transferred may take many forms, in many contexts of application.

3.10 In 2005, the University decided to invest more in commercialisation, bring all of its commercialisation activities into the new DVC (Innovation and Development) portfolio, and develop a new intellectual property policy. These moves are all designed to ensure that Melbourne's pre-eminence in research will be matched by its capacity to commercialise and transfer the results of that research. Progress in this area will receive considerable attention in 2006.

3.11 *Partnerships:* A strategy for more effective engagement with partner organisations in business, government and others will be developed to help inform, support and implement the University's vision. Closer engagement with these players will help the University shape its relationships, focus its contributions and influence the adoption of social and economic initiatives from within the University that reach beyond the academic sphere.

3.12 *Development and fundraising:* Significantly enhanced investment in fundraising is critical to the success of *Growing Esteem*. In particular, a strong focus on scholarships will support the University's goal that a significantly larger proportion of students will receive scholarship support in the future. In order to make a compelling case, it will need to be very clear what the University stands for, and a priority for 2006 will be to build a coherent brand identity. (See Communications and Fundraising sections on pages 33 and 35.)

## By the end of 2006, we will know we are on track if…

- knowledge transfer is widely understood both inside and outside the University
- a coherent portfolio of knowledge transfer activities has been launched
- student involvement in knowledge transfer is evident across the University
- recognition for staff involvement in knowledge transfer has been built into recruitment, performance, and promotion criteria
- contact rates with alumni have significantly improved, and we have organised more focussed events for alumni in Melbourne, across Australia and overseas
- we have a more focussed portfolio of community engagement activities, and are confident that these are of benefit to the communities concerned as well as to the University
- we are clear about how our arts and cultural activities fit with the University's aims
- the number of staff appearing with significant impact in the media and other public forums has increased
- we have recast our commercialisation aims and targets, and have implemented successfully the new intellectual property policy

# Binding the strands together



Open Day, Wilson Hall, circa 1963



Discovery Day, Wilson Hall, 2004

# Binding the strands together

To pursue a triple helix of closely-linked academic activities, the University will configure its programs around those disciplinary areas and societal problems in which the institution can make a difference.

As a research university, Melbourne strives to build a rich, living nexus between its research and teaching programs. Student learning can benefit greatly from being 'let in' to the ideas, problems and projects that animate researchers, and from direct engagement with the conceptual frameworks and methods of inquiry that shape scholarly work. Students are often affected by the enthusiasm of research-active teachers, and their learning experience enriched by the teacher's engagement with the production of the knowledge which is being imparted. *Growing Esteem* adds a third strand to the research-teaching nexus: knowledge transfer. This reflects our notion of what constitutes a great university: a public-spirited institution firmly embedded in and contributing to wider communities.

Melbourne will design these three strands of activity so they connect and inform each other in as many ways as possible, to generate greater depth and impact. In order to realise the benefits of research-led teaching, the teaching profile will largely be driven by research focus, and in turn the combined research and teaching profile of the University will shape the activities we undertake in knowledge transfer work. As a rule, staff will be encouraged to engage in all three types of activity, and this will be reflected in people management practices.

Binding these strands together effectively will leave no aspect of the University's operations untouched. This section sets out the main areas that will need detailed consideration as the University community makes *Growing Esteem* a reality.

> **Binding the strands together:**
>
> 1. Internationalisation
> 2. Student equity and access
> 3. Communicating Melbourne's strategic direction
> 4. People
> 5. Infrastructure and knowledge management
> 6. Fundraising
> 7. Resourcing
> 8. University Administration
> 9. The University's planning cycle

# 1. Internationalisation

1.1 An international perspective is central to the success of *Growing Esteem,* with a role in each strand of the triple helix. In *Research,* the priority will be to keep building the University's international research profile, and to attract increased levels of international research funding. In *Learning and Teaching,* the priority will be to make the Melbourne Experience a truly international one, producing highly educated, globally aware graduates with a rich understanding of other cultures. In *Knowledge Transfer,* the priority will be to develop the University's international engagement. This will include activating international alumni networks and developing the University's global profile. In all these areas, the DVC (International) will work closely with the other DVCs to increase the University's overall international engagement and positioning.

1.2 It will be important to communicate clearly the benefits of *Growing Esteem* to international audiences. In particular, it will be necessary to reshape current expectations of undergraduate programs.  The University's web site is the vehicle through which a substantial proportion of international students find the University.  It should spell out clearly and accessibly what the Melbourne Model offers. There will also be a stronger focus on attracting international postgraduate students. Priorities for the DVC (International) will include strengthening international marketing and recruitment, and working with the rest of the University to ensure that the experience of Melbourne's international students is second to none in the region.

# 2. Student equity and access

2.1 The University of Melbourne is strongly committed to increasing its accessibility, and this will be a core concern as the Melbourne Model is developed. To ensure that the best students are admitted, ideally the University would be able to operate blind to financial circumstances. In order to get closer to this goal, there will be a strong focus on fundraising for scholarships, and on lobbying for policy change by national government (in particular, to allow graduate students access to Commonwealth support, including Austudy and the Youth Allowance).

2.2 The Melbourne Model allows scope for a 'two-shot' approach to merit-based selection into student programs. Student access to professional training will no longer rely on the prevailing nexus between Year 12 academic performance and undergraduate entry, with ENTER scores typically dominated by better-off students from better-off schools. While some Melbourne Model programs will offer guaranteed entry to high achieving school leavers (subject to undergraduate performance), a graduate school approach also offers scope to set graduate entry examinations, widen the selection pool for professional training based on academic performance at undergraduate level, and create lateral pathways into professional training for well-qualified graduates from other institutions. Postponing professional study selection to graduate level offers scope to assess for merit over a longer and more relevant record of student performance.

2.3 While University selection processes will be considered by the Curriculum Commission, shifting government policy will require a strong public policy case combined with effective advocacy. A Policy and Advocacy Taskforce, chaired by the Vice-Chancellor, will be established to review current financial support and undergraduate and graduate admissions policies (see Appendix Four for Terms of Reference).

# 3. Communicating Melbourne's strategic direction to the wider world

3.1 Communicating the University's new strategic direction to wider constituencies will be critical for several reasons. Talented students and their parents need to know that our new courses are of outstanding quality, highly accessible and well supported. Employers must see our degrees as world-competitive. Alumni must be proud of the institution, and willing to support its work. To achieve this, we will need to be very clear about what the university stands for.

3.2 In addition, lifting the University's research profile will mean achieving greater citation rates in scholarly journals, wider media exposure to highlight research developments and public discourse, and a more extensive web site presence to highlight the University's array of research projects and its wider intellectual agenda.

3.3 To enable all this to happen, the University will reconfigure its marketing and media relations capability, which is currently too widely distributed to work effectively. The University also needs urgently to refresh its web site. A senior marketing executive will be appointed in early 2006 to lead and coordinate activity on these areas across the University. In 2006, the University will also give priority to building a coherent brand identity, presenting consistent ideas and images to communicate what the University stands for, and position it for the future.

3.4 The communication strategy for *Growing Esteem* must reach both staff and external partners. We must explain and persuade, but also listen and modify to ensure the Melbourne Model works in the interests of students, staff, industry and the community.

## 4. People

4.1 *Growing Esteem*'s implementation will involve significant new work across the University. The transition will take place in parallel with ongoing commitments. Case-by-case modeling of transitions will be required to ensure that workloads are manageable, and in particular that double teaching is avoided where possible. To handle these transitions, resources from within and outside the University will be engaged as needed to support those working at the front line on change projects.

4.2 While demanding for staff, the next decade will offer considerable scope to expand professional development, exercise leadership and open up career opportunity. Implementing *Making Melbourne A Great Place to Work* (the University's human resources framework) will ensure focus on increasing staff diversity, and attracting, retaining and developing outstanding people in a context where an ageing workforce is shrinking the pool of talent.

4.3 Professional development for early career academics will help position them to take up more senior roles as older staff retire. Administrative staff can expect to have more diverse careers with much of their work defined more by projects than by positions. Training and development priorities will include encouraging administrative staff to gain experience outside the University for portions of their careers.

4.4 Recruitment, performance management and promotion criteria will be revised to reflect *Growing Esteem* priorities for research, learning and teaching and knowledge transfer. Successfully completing the fifth-round Enterprise Agreement will also be crucial. It will be critical for the University to maintain attractive remuneration and conditions and take account of government policy requirements.

4.5 The renewed emphasis on Melbourne's role as outwardly focussed and public spirited will require a more diverse staff group at every level. Achieving diverse staff profiles (including those at senior levels of the University), would reflect Australian diversity, show

the University understands the importance of diversity for an international institution, and, as the knowledge transfer strategic framework is developed, increase the University's capacity to understand the needs of the community.

# 5. Infrastructure and knowledge management

5.1 A new Masterplan to support *Growing Esteem* will be developed by the first quarter of 2007, with a dual aim of providing a better learning environment for students and a better teaching and research environment for staff. This will involve continuing current physical and IT infrastructure projects with modifications as needed, and introducing new ones where required. The Masterplan process will also need to take into account the pace and sequence of transition to the Melbourne Model, mapped out by the Curriculum Commission.

5.2 Construction of the new Economics and Commerce building in University Square will proceed as planned. New research facilities and learning hubs will require both new buildings and extensive refurbishment of existing facilities. A maintenance register will be developed to manage the maintenance backlog.

5.3 Information technology is the backbone of the University's knowledge management capability, critical to developing closer links between teaching, research and knowledge transfer. Priorities for 2006 include developing an e-research strategy and a web-enabled research portal; expanding digital repositories for scholarly output; redeveloping the University's web site; implementing a 'one-stop' student portal; and using IT to promote wider use of the University's cultural collections.

# 6. Fundraising

6.1 The University's endowment and the generosity of its community in giving is significant by Australian standards, but nevertheless small compared to first class universities abroad. Greater investment in fundraising is critical to the success of *Growing Esteem,* both for scholarships and for research.

6.2 The University needs to make a more compelling case for support to our alumni, friends and the wider community. An important determinant of our success will be our ability to convey the human impact of giving – the stories that resonate with donors. There will be a strong focus on scholarships, reflecting an intention over time that a significantly larger proportion of students will receive scholarship support.

6.3 Working in close cooperation with faculties, a central Development Office will engage with alumni, friends and benefactors in a systematic and coordinated approach across the University. Communication and cooperation with affiliated organisations such as the colleges, teaching hospital foundations and research institutions will also be developed.

6.4 This requires an adequately resourced and professional central Development Office to work together with faculty-based staff. To achieve this, the University will first need to invest significantly in staff, training, systems and programs. By April 2006, the Strategic Advisor (Advancement) will complete a detailed operational plan for fundraising, a policy handbook, protocols, and will advise on the staff, training and resources needed to establish a major fundraising campaign.

6.5 As a first step, the University has increased its investment in its 2006 annual appeal (formerly UniFund) and aims, by the end of the year, to improve significantly annual giving participation and the amount raised.

6.6 A new Director of Advancement will be appointed in early 2006. The launch of a major fundraising campaign will be the primary focus in 2006, to secure funding for scholarships and research.

# 7. Resourcing

7.1 The University's long-term goal is to maintain the real value of the University's resources while stabilising and then reducing overall student numbers. Changing this equation will benefit the quality of the overall student experience. However, over the period to 2008 the aim must still be to progressively increase fee-based revenue from domestic and international undergraduate and postgraduate programs; continue to increase research income; continue to diversify the revenue base; and continue to win income through competitive bids, such as from the Government's Learning and Teaching Performance Fund.

7.2 Prior to the adoption of *Growing Esteem,* the University set itself fee revenue targets for the next three years. With the university sector facing flatter revenue growth, these targets are proving challenging. In the long run it should be assumed revenue growth will be more in line with the economy. However, growth in fee revenue must remain a priority for 2006–2008; as will the target to increase by 100 the number of commencing students enroling in domestic undergraduate fee-paying places in 2006; and the target to increase between 2004 and 2006 research income from all sources by 12 per cent.

7.3 For the institution to embark on major investments with confidence, it will be crucial to maintain a high level of financial well-being. The signs of strength represented by a strong operating surplus each year, a growing investment portfolio and the maintenance of AA+ credit rating will continue to be targets of the University's financial administration. With much of the University's income tied to specific purposes, success in containing costs, raising discretionary revenue and having access to cost-effective loans will offer greater scope for strategic spending.

7.4 With staff and facilities costs increasing, new initiatives and a goal of expanding student scholarships, the challenge will be to balance the University's fiscal health with its capacity to attract the best staff and students. The implementation of *Growing Esteem* will therefore require detailed financial modeling three to five years ahead to identify risks and trade-offs.

7.5 The University will work to further improve transparency in resource allocation, identify real costs and subsidies between programs, and clarify the financial links and incentives that support a robust collegial approach to planning and decision-making through its budget and resource allocation processes.

7.6 The University will invest in more sophisticated analytical capacity and systems to provide detailed analysis of costs and margin economics of academic programs, helping to improve business development planning across the institution. As faculties work with the Curriculum Commission to plan their transition to the Melbourne Model, it will be crucial to combine a compelling academic case with a rigorous business case for each subject or program.

# 8. University administration

8.1 During 2006, further review work will ensure alignment between administrative capacities and *Growing Esteem* priorities. A second round of Shared Service Reviews, to be undertaken in the second half of 2006, will contribute to this process. The Shared Service Review Implementation Group chaired by the Senior Vice-Principal will oversee both the reviews and implementation of recommended changes. (See Appendix Four for the Group's Terms of Reference).

8.2 More broadly, international models show that Melbourne's administrative profile is neither sufficiently resourced nor optimally organised to support the academic aims of the University. For example, on these models, investment in systems and people pays dividends in research quality and impact.

8.3 Over the next few years the University will need more administrative staff overall, and in particular, more high quality, highly skilled staff to build critical capacity in a range of areas. In addition, it will be necessary to develop more of a 'whole-of-University' approach to administration.

# 9. The University's planning cycle

9.1 During 2006, work will be undertaken to consolidate and simplify University planning processes. There will be one *University Strategic Plan* (this document), combining strategic and operational elements in a succinct summary. It will contain goals and targets where they are necessary and possible to measure. It will be updated annually.

9.2 The *University Strategic Plan* will be supported by a *Research and Research Training Plan,* a *Learning and Teaching Plan,* and a *Knowledge Transfer Plan,* reflecting the three strands of the triple helix. An *Enabling Plan* will bring together administrative and other functions which support the work of the University (including those in this 'binding the strands together' section of the *University Strategic Plan*). The Budget process will target incentives around *Growing Esteem* goals. Finally, the *Annual Report* is a statutory requirement and will be produced accordingly. Other necessary plans, for example faculty plans, should be few, short and clear: planning is only useful when it results in shared clarity about what needs to be done.

## By the end of 2006, we will know we are on the right track if...

- we have a clear internationalisation strategy and are making progress towards the goals articulated in it
- international student marketing and recruiting has been renewed
- we have increased research higher degree applications from international students
- student equity and access policies have been renewed
- we have made progress on government policy change
- a coherent brand identity for the University has been launched
- the 2006 Enterprise Bargaining Agreement supports *Growing Esteem*
- revised promotion criteria reflect *Growing Esteem* triple helix priorities
- work on a new Masterplan to support *Growing Esteem* is well underway
- a major fundraising campaign has been launched
- we can demonstrate good progress in meeting revenue targets
- financial wellbeing targets have been met
- there is a better alignment between the University's administrative capacities and *Growing Esteem* priorites
- University planning processes have been consolidated and simplified

# Conclusion



*View from Wilson Hall, looking north, circa 1910*



*View from Royal Parade, looking north, 2006*

# Conclusion

Our primary focus in this plan has been on what will change, rather than on what continues. Yet the fact remains that much of the work that people do will continue, albeit in a rapidly evolving institutional setting. While embracing the new, we must ensure that the most important elements of our work survive and flourish, while those that are outmoded are relinquished with respect.

This continuity is testament to the fact that changes in strategy are not a repudiation of past initiatives, programs or leadership. Melbourne's journey is an evolution. Without the significant progress made under the Melbourne Agenda, this University would now face a different, and perhaps less promising, set of problems and possible futures.

This *Strategic Plan* cannot answer in advance all the questions raised by a significant shift in direction. On many questions we will begin with the aims in mind, discover a path forward, and learn as we go.

# Appendices



*Old medical building viewed across lake and gardens, circa 1864*

*Alan Gilbert Building, 2002*

## Appendix One
# Table of milestones on path to 2015

| | 2006 | 2007 | 2008 | 2009 |
|---|---|---|---|---|
| **Research** | Research Quality Review<br><br>Cross-disciplinary working group sets priorities and bidding begins | First RQF<br><br>First Future Generation Professors and Fellows recruited | Remaining Future Generation Professors and Fellows recruited | Second Research Quality Review |
| **Learning & Teaching** | Curriculum Commission recommends 10 year transition plan to Melbourne Model | Graduate schools launched<br><br>First new generation courses accredited | First new generation course students begin<br><br>Current courses continue<br><br>More new generation courses accredited | Second tranche of new generation courses begin |
| **Knowledge Transfer** | Knowledge Transfer Taskforce develops strategic framework<br><br>New portfolio designed and launched | | | |
| **Binding the Strands Together** | Major fundraising campaign launched | Rollout of initiatives as agreed by Knowledge Transfer Taskforce | | |

| 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|
| Second RQF | | | | | |
| First new generation course students graduate<br><br>Continue to teach out all current courses until all students complete or migrate to new courses | Last intake of students to pre-Melbourne Model courses<br><br>Discontinue enrolments into all pre-Melbourne Model courses<br><br>Continue to teach out all pre-Melbourne Model courses until all students complete or have migrated to new courses | All new students start Melbourne Model courses | | | → 2016 |
| | | | | | |
| | | | | | |

## Appendix Two

# Reporting arrangements

This appendix summarises reporting processes for the five *Growing Esteem* review bodies. The Vice-Chancellor's Office will provide the Secretariat for the *Growing Esteem* implementation work, liasing with the groups below and collecting and disseminating papers as they are completed.

## Curriculum Commission

Formally reporting to Council and the Vice-Chancellor through Academic Board and Planning and Budget Committee, the Curriculum Commission will also require close interaction with all Faculties, Departments and a number of Academic Board committees – most notably Academic Programs Committee and Selection Procedures Committee.

## Research and Research Training Quality Taskforce

The Research and Research Training Quality Taskforce will report via the Research and Research Training Committee to both Academic Board and Planning and Budget Committee, and ultimately to Council. Consultation with Deans, Associate Deans (Research and Graduate Studies), the Vice-Principal (Research) and members of faculty research committees will be crucial.

## Knowledge Transfer Taskforce

The Knowledge Transfer Taskforce, to be chaired by the DVC (Innovation & Development), will report to Council and the Vice-Chancellor via the Planning and Budget Committee.

## Cross-Disciplinary Research Working Group

Chaired by the Vice-Chancellor, this working group will report to Planning and Budget Committee through the annual budget process and provide advice to the Academic Board, via the Research and Research Training Committee, the Human Resources Advisory Committee and the Advancement Committee on policy matters relevant to the implementation of this program.

## Policy and Advocacy Taskforce

The Policy and Advocacy Taskforce will report to Council through the Vice-Chancellor and may also provide advice to Planning and Budget Committee and sub-committees on financing issues and to Academic Board, including Selection Procedures Committee, on matters relating to student application and support policies.

## Shared Service Review Implementation Group

The Shared Service Review Implementation Group, reporting to the Planning and Budget Committee, will oversee implementation of the recommendations of the first suite of shared service reviews and oversee a second stage of reviews in the second half of 2006.

# Appendix Three
## Table of actions and responsibilities

| What? | Who? | By when? |
|-------|------|----------|
| **Research** | | |
| 2006 Research Quality Review – See Research and Research Training Quality Taskforce Terms of Reference, Appendix Four | DVC (Research) as Chair of RQT | Sept 2006 |
| Increase citations by raising the profile and accessibility of Melbourne research | DVC (Research)/ VP (Information) | By end 2006 |
| Redevelop University web site to make Melbourne scholars and their work significantly easier to find | VP (Information) | By end 2006 |
| Strengthen program to recruit world-eminent scholars | DVC (Research) | By end 2006 |
| Increase overall research funding levels by 12 per cent between 2004 and 2006, and diversify funding resources (including increasing funding from international sources by 10 per cent between 2004 and 2006) | DVC (Research) | By end 2006 |
| Set five-year targets (with interim targets) for increasing research income | Faculties / DVC (Research) | As part of 2006 OPRs |
| Continued implementation of new Themis research management system | VP (Information) | By end 2006 |
| Strengthen cross-disciplinary and collaborative research – See Cross-Disciplinary Working Group Terms of Reference, Appendix Four | VC, as Chair of CDRWG | Set criteria and bidding process by mid-2006 |
| Improve completion rates by 10 per cent for each of the next three years and improve research student satisfaction rates in the QRS to at least 4.0 | DVC (Research/Assistant) AVC (Graduate Training) | First 10 per cent increase by end 2006, QRS target by end 2006 |
| Introduce measures to address barriers to progression for women and other equity groups | DVC (Research/Assistant) AVC (Graduate Training)/VP (Human Resources) | By end 2006 |

Curriculum Commission = CC

Research and Research Training Quality Taskforce = RQT

Knowledge Transfer Taskforce = KTT

Cross-Disciplinary Research Working Group = CDRWG

Policy and Advocacy Taskforce = PAT

| What? | Who? | By when? |
|---|---|---|
| **Learning and Teaching** | | |
| Develop and recommend 10-year transition plan to Melbourne Model. See Curriculum Commission Terms of Reference, Appendix Four | DVC (Academic), as Chair of CC | By Sept 2006 |
| Review financial support and admissions review processes, and seek Government policy change – See Policy and Advocacy Taskforce Terms of Reference, Appendix Four | VC, as Chair of PAT | By end 2006 |
| Be highest ranked Learning and Teaching Performance Fund in Group of 8 Universities, and be the highest ranked in CEQ scores in Australia | DVC (Academic) | By end 2006 |
| Establish postgraduate teaching awards | DVC (Academic) | By end 2006 |
| Increase number of students on international exchange programs, including increasing by 80 the number of students participating in mobility programs with U21 Global partner institutions | DVC (Academic)/DVC (International) | By end 2006 |
| Build student services, including improving transition support to employment | VP and Academic Registrar | By end 2006 |
| Commence work on Student Learning Centre in the Engineering Precinct | VP (Property and Buildings) | By end 2006 |
| Develop 'Melbourne Experience' survey and administer at end of students' first year to get feedback | DVC (Academic) | By end 2006 |
| Develop a range of relationships with local high schools and students | DVC (Innovation and Development) | By end 2006 |
| Put student portal system online | AVC (Teaching, Learning and Equity), VP and Academic Registrar | By end 2006 |
| Maintain ENTER score median targets | Faculty Deans | By end Feb 2007 |

| What? | Who? | By when? |
|---|---|---|
| **Knowledge Transfer** | | |
| Develop systems and protocols for working on knowledge transfer activities across the University and externally | DVC (Innovation and Development) | By mid 2006 |
| Identify and launch a new portfolio of knowledge transfer programs | DVC (Innovation and Development) | By 3rd quarter 2006 |
| Review and renew alumni, community, arts, public intellectual engagement and commercialisation processes | DVC (Innovation and Development) | By 3rd quarter 2006 |
| **Binding the Strands Together** | | |
| Strengthen international student marketing and recruitment systems | DVC (International) | By end 2006 |
| Focus on international student experience | DVC (International)/DVC (Academic) | By end 2006 |
| Increase applications from international postgraduate students | DVC (International)/DVC (Research) | By end 2006 |
| Develop and launch coherent brand identity | VP (Marketing and Communications) | By end 2006 |
| Develop strategy for workload management during transition to Melbourne Model | VP (Human Resources) | By end 2006 |
| Revise recruitment, performance management, reward and promotion criteria to align with *Growing Esteem* priorities | VP (Human Resources) | By end July |
| Develop staff retention strategy | VP (Human Resources) | By end July |
| Develop and launch fund-raising campaign | Director of Advancement | By end 2006 |
| Upgrade/implement IT infrastructure systems, including Themis, Merlin and BlackBoard, to support *Growing Esteem* priorities | VP (Information) | By end 2006 |
| Rework Masterplan to support new learning structures | VP (Property and Buildings) | 1st quarter 2007 |
| Maintain financial wellbeing targets | Senior Vice Principal | By end 2006 |
| Consolidate and simplify University planning process | Senior Vice Principal | By end 2006 |

# Appendix Four
# Terms of Reference for major review bodies

## Curriculum Commission

### Chair:

Professor Peter McPhee, Deputy Vice-Chancellor (Academic)

### Membership:

Dr Mary Emison, Director, Melbourne Curriculum Project; Nominee of President, Academic Board (Chair of APC, Professor Jeff Borland); Associate Deans (Academic or equivalent) (including SGS, VCA); Professor Richard James, Director, CSHE; Associate Professor Sue Elliot, Assistant Vice-Chancellor (Teaching, Learning and Equity); Gillian Luck, VP and Academic Registrar; student representatives; external advisor/s. The Commission will also take advice from the Research Higher Degree Committee on the implications and opportunities of the Melbourne Model for research training.

### Outcome:

The Commission will recommend a 10-year plan for implementing the Melbourne Model for consideration at the September meeting of Academic Board and the October meeting of Planning and Budget Committee.

Working with faculties, the University Administration and external parties, the Commission will need to consider the following:

### Design dimensions:

- the number and type of undergraduate and postgraduate degrees to be offered
- the core knowledge and skills to be covered by each degree
- development of a significantly stronger student cohort experience
- the number of core and optional subjects to be offered
- pathways from undergraduate into postgraduate programs, including arrangements to facilitate entry to graduate programs for non-Melbourne graduates and under-represented groups (this might include entry exams)
- explicit pathways for RHD programs and mechanisms for transition between research and 'professional' pathways
- exceptions to the typical 3/2/3 structure for Bachelors/Masters/Doctorate in the Melbourne Model, for example Honours years
- whether all degrees should include a humanities and science and technology component and/or a language

### Market/access dimensions (in coordination with the Policy and Advocacy Taskforce):

- gaining support from government on student profile, subsidy and pricing issues
- gaining support from students, parents and employers for the Melbourne Model
- revising entry criteria and selection at undergraduate, postgraduate and RHD level
- extending student access and support mechanisms
- ensuring professional accreditation requirements are met
- options for reducing completion time

## Delivery dimensions:

- modes of delivery, staffing and facilities requirements for the new programs
- special features (e.g. online subjects, work placements, study abroad)
- economics of course delivery (cost, pricing, revenue, subsidy/surplus projections)
- staff workloads during the transition from old to new models
- options for enroled students who may wish to migrate from old to new programs
- maximising federal fundraising for students entering a research training pathway

# Research and Research Training Quality Taskforce

## Chair:

Professor John McKenzie, DVC (Research)

## Membership:

Professor Joy Damousi, Professor Stuart McIntyre, Professor Sam Berkovic, Professor Geoff Stevens, Professor Cynthia Hardy, Professor Barbara Evans, Professor Keith Nugent, Professor Anthony Bacic, and external representation.

## Outcome:

The Taskforce will make recommendations to improve the quality and impact of University research and research training by the end of September.

In particular, the Taskforce will:

- audit research projects and staff research profiles across the University
- review progress in quality and impact against the standard criteria in the Academic Board's *Quality Assurance in Research* statement
- work with each research area to develop discipline-specific criteria for assessing performance, and review also on this basis
- review progress against international as well as national benchmarks, paying particular attention to the weight given to citations in several high profile international university ranking systems
- where required, work with research areas to develop performance improvement plans
- determine appropriate measures of quality of research training
- review the selection and resourcing of RHD students to maximise getting the best and brightest students and improving completions outcomes
- use the 2006 review as a baseline to work with Deans and Heads on strengthening research and research training, and develop the basis for the next assessment in 2009
- advise on the implications of findings for the University's participation in the national Research Quality Framework (RQF) exercise

# Knowledge Transfer Taskforce

### Chair:

Professor Vijoleta Braach-Maksvytis, Deputy Vice-Chancellor (Innovation & Development)

### Membership:

Professor Warren Bebbington, Assistant Vice-Chancellor (University Relations); Professor Andrea Hull, Director, Victorian College of the Arts; Dr Alison Inglis, Associate Dean (Development), Faculty of Arts; Professor Terry Nolan, Population Health, Faculty of Medicine, Dentistry and Health Sciences; Professor Pip Pattison, Deputy President, Academic Board; Professor Ian Ramsay, Faculty of Law; Professor John Seybolt, Dean, Melbourne Business School; Professor James Angus, Dean, Faculty of Medicine, Dentistry and Health Sciences; Associate Professor Jacqueline Rowarth, Office of Environmental Programs and Ms J. Giles, President-elect of UMSU for 2006, assisted by appropriate community representatives.

### Outcome:

The Taskforce will audit the University's current portfolio of knowledge transfer activities in the first half of 2006, and develop a new strategic framework.

This will include:

- an audit of current knowledge transfer activities across the University, their impact, and alignment with the University's teaching and research priorities
- a parallel survey of the needs of the external community, and identification of areas where the University could respond
- the development of a strategic framework for future knowledge transfer activities, including
  - providing a sharper definition of the term 'knowledge transfer'
  - criteria for activities in this area
  - development of measures for evaluating knowledge transfer activities
- the identification of options to embed knowledge transfer in the core work of the University
  - including opportunities for student engagement in knowledge transfer activities - in both curricula and extracurricular programs

# Cross-Disciplinary Research Working Group

### Chair:

Professor Glyn Davis, Vice-Chancellor

### Membership:

Professor John McKenzie, DVC (Research); Professor Vijoleta Braach-Maksvytis, DVC (Innovation and Development); Professor Joy Damousi, other senior academics from across the University, and some external representation

### Outcome:

To set priorities for cross-disciplinary research, and set critera and make decisions on funding from the Future Generation research fund.

The working group will:

- identify cross-disciplinary research priorities that would benefit from support from the Future Generation research fund, keeping in mind the University's role as a public-spirited institution
- develop criteria and bidding processes for fund support
- develop search criteria and recruitment plans for the first of 10 new Future Generation Professors. Search criteria should include a track record of being able to attract grants and high quality team members, and a proven ability to communicate complex research to a wide range of audiences
- develop criteria for recruiting six new Future Generation Fellows at post-doctoral and early career level
- plan for a Future Generation research fund campaign to support projects, professors and fellows

# Policy and Advocacy Taskforce

## Chair:

Professor Glyn Davis, Vice-Chancellor

## Membership:

Professor Peter McPhee, DVC (Academic); Ian Marshman, Senior Vice-Principal; Professor David Kemp, Professor Simon Marginson, Belinda Probert and others.

## Outcome:

The Taskforce will develop policy options to ensure affordability and the widest possible access and support for talented students, regardless of their background or circumstances, including:

- the transfer of some CSP places from undergraduate to graduate programs
- increasing the amount students can borrow through FEE-HELP to match tuition costs for full-fee places at both undergraduate and graduate level
- extending youth allowances and Austudy entitlements to graduate study
- removing the cap on HECS contributions for government subsidised undergraduate places (CSP)
- reallocating undergraduate CSP places identified as surplus by the University to other Victorian institutions to ensure the pool of government subsidised places does not diminish
- providing University financial support for students for expenses other than tuition
- extending the Access Melbourne program to graduate study
- seeking greater philanthropic support to finance scholarships
- developing mechanisms to encourage wider accessibility for merit-based selection into undergraduate and postgraduate programs

While timing of policy changes is outside the control of the University, the Taskforce will report mid-year and at the end of 2006 on progress.

# Shared Service Review Implementation Group

## Chair:

Ian Marshman, Senior Vice-Principal

## Membership:

2-3 Deans or their nominees; Vice-Principals of areas involved in review; Liz Bare, Vice-Principal (Human Resources)

## Outcome:

The Group will oversee the conduct of each review and its implementation to ensure close, cost-effective alignment of services with evolving University management structures and strategic priorities.

These will include:

- Ensuring a well-defined implementation plan for each change project, including actions, responsibilities, deliverables and timelines
- Monitoring progress and reporting to Planning and Budget Committee
- Assisting in removing any impediments to effective implementation
- Agreeing policy positions on HR issues arising from changes made
- Ensuring adequate consultation with staff and if they so wish, their representatives
- Resolving or referring important policy issues as they arise

## Appendix Five
# Ideas from Growing Esteem consultation process

Many proposals made during the consultation process for *Growing Esteem* have been taken up in this 2006 *Strategic Plan*. This table presents in summary form other proposals raised, but not yet developed. These will be given further consideration during 2006.

| Proposal | To be considered by… |
|---|---|
| **Research** | |
| Design graduate subjects around current research projects | Curriculum Commission |
| Establish e-learning research partnerships at institutional, national and international levels | Research and Research Training Quality Taskforce/Knowledge Transfer Taskforce |
| Create a dedicated chair focusing on socio-techno-environmental change | Cross-Disciplinary Research Working Group |
| Use PhD scholarships to further lift research profile | Research and Research Training Quality Taskforce |
| Devise more flexible conditions to attract overseas scholars, e.g. joint appointments, spouse employment | Research and Research Training Quality Taskforce/VP (Human Resources) |
| Develop an enterprise system that categorises and records all research activity to support 'hypertext' modes of collaboration | Research and Research Training Quality Taskforce/Cross-Disciplinary Research Working Group |
| **Learning and teaching** | |
| Use more research fellows, post-doctoral fellows, graduates and undergraduates for teaching, tutoring, demonstrating and supervision | Curriculum Commission |
| Develop year-round teaching and online support to fast-track learning | Curriculum Commission |
| Design courses to further increase cross-cultural learning (through content and pedagogy) | Curriculum Commission/Melbourne Experience Committee |
| Establish new graduate colleges | Senior leadership/Director of Advancement |
| Develop networked approaches among institutions to create a Victoria-wide complementarity of course offerings | Curriculum Commission/Policy Advocacy Taskforce |
| Create scope to enrol non-resident students and supervise off-shore researchers remotely | Curriculum Commission, DVC (Research) |
| Make bulk purchases of wireless laptops to ensure that all students are able to own one if needed | Melbourne Experience Committee/VP (Information) |

## Knowledge transfer

| | |
|---|---|
| Enlist alumni as mentors for students | Knowledge Transfer Taskforce/Melbourne Experience Committee |
| Develop opportunities for retired former staff to be participants in research, mentors and supervisors | Research and Research Training Quality Taskforce/Knowledge Transfer Taskforce |
| Cultivate closer relationships with international players in key countries and global agencies on whom our continuing research funding and philanthropy will depend | Knowledge Transfer Taskforce/DVC (International) |
| Make better use of the University's links with the City of Melbourne | Knowledge Transfer Taskforce |
| Maintain a group of identified public intellectuals to build collaborative links with leading international opinion makers, and devise performance indicators to measure their success | Knowledge Transfer Taskforce |
| Support public intellectual role, for example through electronic journals, staging debates, and providing teaching relief to staff to write a Quarterly Essay or Deakin lecture | Knowledge Transfer Taskforce |
| Make better use of the University's cultural collections | Knowledge Transfer Taskforce |
| Integrate cultural and recreational campus facilities to create and sustain the University's 'imagined community' | Knowledge Transfer Taskforce/Masterplan group/Melbourne Experience Committee |
| Develop the campus as a 24/7 zone | Masterplan group/Melbourne Experience Committee |
| Co-locate selected companies and government research entities on campus | Knowledge Transfer Taskforce |
| Familiarise more academics with commercial sector processes for turning ideas into products | Knowledge Transfer Taskforce |
| Devise policy to support start-up companies, with structures that allow researchers to move between these and their university jobs | Knowledge Transfer Taskforce/VP (Human Resources) |
| Make the University's investment in Tech Transfer capability part of its offer to attract high performing researchers | Knowledge Transfer Taskforce/DVC (Research) |

## Binding the strands together

| | |
|---|---|
| Devise more flexible arrangements for recognising and rewarding administrative staff | VP (Human Resources) |