



## 2025-2026 Mission-Based Compact Between the Commonwealth of Australia and the University of Melbourne

### Purpose

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

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

### Mission and Strategic Planning

#### Mission

The University of Melbourne (UoM) is recognised for its high-quality education and research. Through its distinctive curriculum, UoM is committed to educating future thinkers and leaders in a rapidly changing world, while its research excellence continues to expand the boundaries of knowledge and deliver enduring positive impact.

The University supports national and sector priorities and recognises our distinct role and offer in a diverse higher education system as a responsible, stabilising and sustainable institution. Through enacting our enduring purpose – to benefit society through the transformative impact of education and research – UoM demonstrates academic excellence grounded in integrity, resilience and purpose.

#### Priorities and measures

[\*Advancing Melbourne 2030\*](#) is the University's institutional strategy, outlining our mission and strategic priorities, and further expanded in a suite of [supporting strategies and plans](#). UoM's key priorities for 2025-2026 are:

- **Anchoring the quality and distinctiveness of our education and research**, including widening participation, expanding partnerships with other educational providers (e.g. twinning pathways), supporting international diversification with a focus on Southeast Asia engagement, uplifting the student experience and ensuring student success, while continuing to deliver research excellence, collaboration and impact.
- **Embedding resilience, connectedness and sustainability** in our strategy and operations to reinforce UoM as a responsible contributor of Australian higher education. The University is taking a principled approach to its student profile through targeted growth and diversification of its student profile in 2026 and beyond.

- **Reviewing the *Advancing Melbourne* strategy** and revising performance metrics to meaningfully measure outcomes and impact of our work. Relevant metrics are outlined in each section.

### Approach to national and sector priorities

- **Workforce and skill needs**

Our student profile and proposed growth targets are in national priority areas of education for in-demand professions, including allied health, engineering, technology, construction, education and STEM skills. UoM's [distinctive curriculum](#) provides students with breadth, disciplinary depth, advanced analytical skills and expertise. We are committed to educating future thinkers and leaders in a rapidly changing world and the emerging GenAI era.

- **Ensuring student and staff safety**

The University is actively implementing and monitoring a range of [action plans](#) to ensure safety for all students and staff. The forthcoming National Higher Education Code to Prevent and Respond to Gender-based Violence will further underscore the work in [gender equity and respect](#). We remain closely engaged in strengthening social inclusion, including combating antisemitism, Islamophobia and [all forms of racism](#), as well as strengthening [disability inclusion](#) and [LGBTIQA+ inclusion](#).

- **Countering foreign interference**

All staff complete an annual Foreign Interest Disclosure and a learning module every three years. The University regularly monitors and reports on its foreign and geopolitical risk through management and governance committees.

- **Cyber and data security**

Strong University-wide systems support a shared responsibility to ensure [cyber safety and security](#). These include risk identification and mitigation, reporting and responding to cyber incidents, monitoring key security metrics and continued student and staff engagement.

- **Upholding freedom of speech and academic freedom**

[Academic freedom](#) and [freedom of speech](#) are core values of the University. Policies outlining the scope and appropriate exercise of these core values underpin the University's approach to advancement of knowledge, inquiry and safety for all members of the University community. These are regularly shared with students and staff via learning modules and communications.

## Strategies for Improving Equality of Opportunity in Higher Education

Through the [Advancing Students & Education Strategy](#), UoM plans to significantly increase participation from students from First Nations; low socio-economic; rural and remote; and students with disability. Our flagship [Narrm Scholarship](#) Program is in its second year. In 2025, Narrm Scholarships are supporting 958 students who are Indigenous Australians and from under-represented backgrounds with stipends, material support and a tailored enrichment program.

[Murmuk Djerring](#), UoM's Indigenous Strategy 2023-2027, and the [Indigenous Student Plan 2023-2027 \(ISP\)](#) outline initiatives to support the participation and success of Indigenous students:

- This extends the work of dedicated initiatives including [Murrup Barak](#), [Wilin Centre](#) and the [Melbourne Poche Centre for Indigenous Health](#) which empower Aboriginal and Torres Strait Islander students to succeed in a safe, welcoming, and respectful environment.

- Unprecedented investment in student leadership programs; surveying Indigenous students for an open and honest conversation about their UoM experiences; promoting the recognition and activation of Indigenous Knowledge and value systems in the academy; ensuring UoM's physical campuses recognise and give prominence to Indigenous cultures; development of an Indigenous cultural education program; and addressing historical and ongoing injustices through [truth-telling](#).
- The [Indigenous Tutorial Assistance Scheme](#) and the Professional Certificate in Indigenous Research & Graduate Certificate in Indigenous Research and Leadership.
- A student management system is used to monitor student success rates and ensure entry standards are appropriate. These data allow the University to tailor appropriate support programs and benchmark against other institutions. An annual *Indigenous Outcomes Performance Report* tracks performance against the *Indigenous Outcomes Measurement Framework*.

**UoM's Special Entry Access Scheme, [Access Melbourne](#) is designed to support the entry of students who have faced unique circumstances throughout their schooling.**

- UoM's new [Access Melbourne calculator](#) allows undergraduate students to see their eligibility for the scheme and the estimated ATAR needed. Our admissions transparency framework provides both international and domestic [graduate coursework students](#) with clarity on our entrance standards.
- Revised selection and support processes to better attract and retain students from all backgrounds, including the expansion of the Access Melbourne program to include Graduate Degree Packages (a guaranteed CSP for both an undergraduate and specialised professional graduate course).
- UoM continues to strengthen its [schools outreach programs](#) to attract students from under-represented cohorts, and has established two advisory groups of school careers practitioners to guide these efforts (for regional areas and low SES metro schools). Funding provided in 2025-2026 through the 'Equity Places CSPs' program is utilised to attract and support new undergraduate students in equity groups within Engineering and Computer Science majors.

**UoM's [Diversity and Inclusion Strategy 2030](#) aims to create a culturally safe University, ensuring fully accessible campuses, increasing diversity and supporting equitable recruitment of students and staff.**

- The [Disability Inclusion Action Plan](#) (2023-2026) sets out the actions to significantly improve the inclusion and participation of students and staff with disability, including implementation of recommendations from a major review of Student Equity and Disability Services.

**Key metrics:**

- # Indigenous students and Indigenous staff
- % students from under-represented backgrounds
- Staff gender profile

## Strategies for Improving Teaching and Learning

[Advancing Students & Education Strategy](#) enacts an institution-wide transformation for our students, supporting major initiatives in curriculum, teaching and learning, and the student experience.

### Teaching and learning practice

- A foundation stone to excellence in teaching and learning at the University of Melbourne is the [Framework for Educational Excellence](#) (developed in 2024). This framework has seven dimensions and is now embedded across the University, including in professional development activities and in confirmation and promotion processes.
- The [Education at Melbourne](#) model supports teaching staff across the University by promoting, recognising and supporting excellence and innovation in teaching and learning through, for example, dedicated communities of practice, internal grants and external recognition.
- Evolving the [Melbourne Curriculum](#) so students move through clearly defined study pathways and engage with research and industry in their learning.
- Improving first-year transition into our undergraduate programs that gives students the time, space and structures to establish themselves academically, personally and socially.
- Systematically transforming assessment practices, particularly in the age of Gen AI, to both deepen student learning and strengthen the assurance of learning.
- Implementation of the University's International Student Diversification Plan, including an expansion in scholarship offerings with Southeast Asian countries is a core focus.
- Building peer support and mentoring programs to increase sense of belonging for all students inside and outside the classroom.
- All this is supported by T&L workforce priorities outlined in the [People Strategy](#), including: defining academic roles on a spectrum from education-focused to research-focused with no continuing roles exclusively one or the other (embedding even more strongly research into the curriculum).

### Student retention and success

UoM offers a comprehensive and dedicated suite of [support services](#), tailored to meet students' academic and wellbeing needs:

- [Murrup Barak](#) supports First Peoples to access higher education and study at UoM through provision of a safe, responsive and empowering service to Aboriginal and Torres Strait Islander peoples.
- The University monitors student progression and performance to identify students that may need support in accordance with a range of [student policies](#). Students identified as needing individual support during a teaching period may be contacted through the Student Outreach and Referral service. In addition, students may register for [ongoing support](#) when an ongoing circumstance affects their ability to perform their studies and assessment tasks.
- A range of personalised [academic support](#) is available to help students succeed, these include Academic Mentoring, Academic Skills, Course Advising, Melbourne Peer Mentoring Program and Student Equity and Disability Services. These services enable students to build caring connections and scaffolded support in the context of learning and teaching.
- The University offers a range of [non-academic support](#) for students as guided by the [Student Wellbeing and Mental Health framework](#), including Counselling and Psychological Services, Financial Aid, Health Services and the Safer Community Program. All commencing undergraduate students undertake wellbeing and success modules as part of their first-year subjects.

### Key metrics:

- QILT measures – Overall student experience, graduate outcomes
- End of Subject Survey (ESS - internal survey)
- University Survey of Student Experience (USSE – internal pulse check survey)

## Strategies for Improving Research, Research Training, and Innovation

Building on the University of Melbourne's recent successes in global rankings and awards (e.g. 2025 Nobel Prize in Chemistry, and 19<sup>th</sup> and 37<sup>th</sup> in QS and THE rankings respectively), areas of focus for research, research training and innovation are outlined in [Advancing Research 2030: Excellence for Impact](#).

### Driving research capability and culture

- Articulating research culture expectations informed by University-wide values and embedding these in standards, policies and procedures.
- Accelerating support for Indigenous researchers and Indigenous Graduate Researchers, including through the development of a targeted Fellows program.
- Expanding the Melbourne Collaborative Research Infrastructure Program to further develop, attract and retain the right technical research infrastructure workforce.
- Developing a target future state for Graduate Research Melbourne, a new centrally coordinated model for supporting high-quality graduate research experience and opportunities across cohort development, supervision, induction, candidature management and future ready pathways.

### Advancing research translation and impact

- The new 'Melbourne Impact Accelerators' will drive targeted investment and enhance cross-disciplinary partnerships. These Accelerators will bring together researchers, government, industry partners, and communities to formulate long-term ambitions in high-impact domains such as climate sustainability, democracy, national security, transformative technologies, health futures, and Indigenous knowledges
- [Activate existing and new precincts](#) (Melbourne Connect, Melbourne Health & Biomedical Precinct, Aikenhead Centre for Medical Discovery, Australian Institute of Infectious Disease, Cumming Global Centre for Pandemic Therapeutics) to grow internationally-renowned locations for collaborative research, innovation and enterprise. This will expand awareness of our expert workforce, equipment, facilities, and the local and global companies, entities and startups that convene across our precincts.
- Continued implementation of [research commercialisation](#) and industry engagement initiatives and activities, including Melbourne Accelerator Program, Translating Research at Melbourne, Venture Creators, Proof of Concept Fund, Genesis Pre-Seed Fund and Tin Alley Ventures; alongside leveraging UoM's [industry partnerships](#) such as with Illumina, CSL, Jumar Bioincubator, Neo-bionica, and the Victorian Medtech Skills and Device Hub.
- Update the [University's Research Impact Framework](#) to strengthen research impact culture; support services provided by UoM's business and research development staff and knowledge and tech transfer specialists; reward and recognition of research translation and impact; and updated researcher promotion criteria which recognise impact measures (including industry partnerships and commercialisation) alongside more traditional scholarship measures.

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

- Leveraging our place and precincts such as the world-renowned [Melbourne Health and Biomedical Precinct](#) to pursue high-value opportunities for collaboration, including clinical trials, shared infrastructure and a proposed landing pad for international partners.
- Supporting researchers and graduate researchers to develop high-quality and impactful global partnerships, through expanding international research partnerships and

International Collaborative Research Academies (ICRAs) programs to drive collaborative and industry engaged research opportunities.

- Deepen our commitment to consumer and patient involvement in research.
- Establish international presence in target regions to support the growth of research and innovation activities.

**Key metrics:**

- HERDC total income
- # Graduate Research completions
- # IP disclosures
- % of research outputs co-authored with international institutions
- Field-Weighted Citation Impact
- # Start-up and spin out companies

## Strategies for Engaging with Industry

The University's engagement with industry is a critical enabler to our shared success. We aim to be an industry partner of choice in foundational and applied research and recognise that partnering for impact underpins our work in research, teaching and learning and engagement with government and regional communities.

**Research-industry partnerships**

- Progressing operational plans for the addition of the [Australian Institute for Infectious Disease \(AIID\)](#) to the Melbourne Biomedical Precinct, and the [Aikenhead Centre for Medical Discovery \(ACMD\)](#) as part of the existing network of industry and research precincts.
- Elevating the [Melbourne Entrepreneurial Centre](#) as an internationally recognised leader for entrepreneurial activity, integrating entrepreneurship into researcher development, and scaling-up high-quality programs.
- Identifying interventions to address gaps in the impact ecosystem, including accelerating support for Indigenous researchers and [graduate research internships](#).
- Strengthen partnerships with industry and maximise the utility of the University's [>30 research platforms](#).

**Experiential learning**

- Increase the number of internship practicums through partnerships with industry to improve student employment outcomes.
- Enrolment in work integrated learning undergraduate subjects has increased 7% in 2025, including in flagship subjects in the Bachelor of Commerce and Bachelor of Science.
- Further develop the [Innovative Practice Program](#) to enhance work readiness of postgraduate students through the creation of a new [Graduate Certificate of Innovation Practice](#).

**Government and industry partnerships**

- Partnering with government and defence agencies to leverage world-leading expertise and capabilities for national security and to advance Australian defence and sovereign capabilities. UoM will work with industry and government to develop curriculum (including 300 CSP places allocated in the BSc over 2024-27 through the Nuclear-Powered Submarine program); develop technical solutions for delivery of the Government's submarine program; and develop dedicated talent pipelines for defence workforce and AUKUS needs.



- Delivery of learning experience programs at [Science Gallery](#) with industry and government partners through the [STEM Centre of Excellence](#). Partners include the Parliament of Victoria, Victorian Government, Australian Space Agency, BASF, PACCAR, CA-ANZ.

#### **Regional and community partnerships**

- Continue to foster meaningful place-based partnerships and contribute to social, cultural and economic prosperity across Melbourne, the Western Growth Corridor, Goulburn Valley and Northeast Arnhem Land.
- In partnership with the Victorian Government, increase opportunities and pathways for Indigenous community in Shepparton through the new [Munarra Centre for Regional Excellence](#).
- UoM's [Asialink](#) will focus on new knowledge and learning assets across priority sectors to provide Australian businesses with deeper knowledge and sectoral insights into Asian markets, following its 4-year renewal by the Dept. of Industry, Science, Resources.
- UoM's [Australia India Institute](#) partners with government to advance bilateral education and defence cooperation, as Australia's leading voice on the Australia-India relationship and the principal convener of strategic dialogue between the two nations.
- Continue an extensive annual program of cultural activities for students, staff and the public through UoM's cultural venues, including [Buxton Contemporary](#), [Grainger Museum](#), [Potter Museum of Art](#), [MPavillion](#), and partnerships with key civic and community organisations.

#### **Key metrics:**

- Sustainability and impact of key partnerships
- Engagement of Aboriginal and Torres Strait Islander staff, students and partners
- # start-ups
- Depth of community engagement

SIGNED for and on behalf of  
THE COMMONWEALTH OF AUSTRALIA  
by

**Jessica Mohr**

Full name (please print)

**First Assistant Secretary**

Position

of the Department of Education

Signature

01/12/2025

Date

SIGNED for and on behalf of  
UNIVERSITY OF MELBOURNE  
by

**Michael Wesley**

Full name (please print)

**Acting Vice-Chancellor**

Position

**Michael Wesley**

Signature

In the presence of:

**Rachel Searl**

Witness (please print)

**Executive Officer**

Position or profession of witness (please print)

Signature

In the presence of:

**Carol Boles**

Witness (please print)

**Executive Assistant**

Position or profession of witness (please print)

**Carol Boles**

Signature