

Advancing Students and Education Strategy: 2023 - 2030





Acknowledgment of traditional owners of the land on which our campuses are located

The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi Wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

Our educational values



Education is a transformative force in the lives of individuals, in creating a more just, fair, and inclusive community, and in advancing human knowledge.

These values underpin the education we offer students who may seek their place at the University of Melbourne to explore their passions, seek new qualifications and discover the ways in which they will contribute to society. As a leading research-intensive University, our dual purposes of education and research are reflected in the curriculum we offer students, and the evidence-based, open-minded scholarly inquiry and debate we engage in.

The distinctive Melbourne Curriculum is at the centre of the education we provide. Our curriculum offers students a broad-based undergraduate education, ensuring rigorous disciplinary depth and opportunities for breadth of study in which they can explore their passions and talents, and pathways to professional postgraduate education, employment or research.

The Melbourne Curriculum allows our students to develop deep disciplinary knowledge and understanding while at the

same time encouraging curiosity, creativity, and inquiry. This gives our graduates the ability to adapt to and shape the variety of complex contexts and settings in which they find themselves, preparing them to embrace many different possible pathways and opportunities.

As well as balancing breadth and depth, an education at Melbourne balances challenge and support. To seek new knowledge and test new ways of thinking, we aim to create supportive environments in which students can explore, take risks and grow. We celebrate the tapestry of backgrounds, experiences, and perspectives that our students and staff bring, and we harness this diversity to create rich educational experiences.

We value and reward the work of our academic teachers and professional staff in bringing the best in educational research and practice to offer students an exceptional experience at the University of Melbourne.



**Professor
Nicola Phillips**
Provost



**Professor
Gregor Kennedy**
Deputy Vice-Chancellor
(Academic)

Our vision



In 2030, University of Melbourne students' experience will be powerful, engaging and tailored to the individual, enlivened by strong connections within and beyond the University and a sense of belonging to a vibrant and diverse scholarly community.

Students will be supported by world-class staff who are known for their approachability and availability and warmly embrace education as core to their role.

Our distinctive Melbourne Curriculum will not only deliver academic rigor and quality but ensure each student has an appreciation of key contemporary issues and knowledges.

Leading-edge online education and digital tools and technologies will enhance our teaching and learning, and provide more effective and personalised student experiences.

To achieve this vision will require major, whole-of-institution change in core areas of teaching and learning, student participation, student experience, and in the roles of academic and professional staff.

The advancements set out in the following pages aim to do just that, by:

- significantly revitalising our undergraduate programs;
- transforming the profile of our student cohort;
- more strongly championing teaching and the educational values we share;
- offering new and compelling forms of education, designed for the needs of different student cohorts; and
- improving our support for individual students in their learning contexts and communities.

Advancing students and education

Shaped by our vision and educational values, this strategy charts our course in student experience and education from now to 2030 while engaging with our place in the world; our obligations to our community: students, staff, partners, our city, and our region; and the dynamic and disruptive impacts of the recent past.



In doing so we recognise that the world of education is changing, with long-term trends accelerated by recent crises. We also acknowledge the feedback our students have provided, including through national surveys, and recognise that we need to change to improve their educational experience.

The world of education is changing, and students are approaching their studies in new ways. Both reflecting and seeking to shape this evolution, we will develop new pedagogical models, new approaches to teaching, learning and assessment, and support staff to broker new learning partnerships with students in physical and virtual classrooms. Seamless integration of learning technologies will be increasingly important on campus and to extend students' learning beyond it.

We will build stronger communities around our students and provide them with more opportunities to connect with the University and our academic and non-academic programs. This means building cohort experiences, inside and outside the classroom, in our precincts on campus as well as online. We recognise the unique place of Aboriginal and Torres Strait Islander peoples as owners and custodians of the lands on which we learn and work and acknowledge the importance of Indigenous knowledges in our teaching, learning and scholarship. This *Advancing Students and Education Strategy* intersects with our *Indigenous Strategy* in our support for Indigenous students and staff, our work with partners and our engagement with Indigenous knowledges right across curriculum.

The roles of our academic and professional staff will continue to evolve in response to increasing complexity and demand our attention. The *People Strategy* will set our course in continuing to attract excellent colleagues and ensuring that our staff thrive, to support the core mission of the University. In the context of students and education, we will recognise and support great teaching, value the time and effort spent engaging with students, remove barriers to innovation and forge new partnership models between professional and academic roles. By enhancing the experiences of our staff, we will enhance students' learning and engagement with the University.

Our commitment to an excellent, place-based education continues, and we will build on the foundation of our campus-based education to offer students increased flexibility in how they choose to study. Our campuses will remain sites of vibrant dialogue and engagement in learning, based on the dynamic interaction and exchange between academics and students. Recognising the importance of community and in-person interaction for our newer learners, we are committed to a campus-based education for our undergraduate students and will work to ensure we establish this expectation with our students.

At the same time, we will enable students to learn in more places across the world – online, offshore, in industry, and in the community. Our provision of online education will increase, and this will be extended and amplified by innovative hybrid models of learning that harness the value of intensive delivery, offshore partnerships, industry- and community-based experiences, and others. Studying at Melbourne will no longer routinely equate to two or three years studying on campus, and we will particularly embrace and encourage this flexibility for our experienced learners in graduate programs.

As we seek to build a vibrant, diverse, and inclusive community, we want to be a destination of choice for talented students from around the world. Seeking excellent students from all backgrounds means

expanding our reach to attract and support more Indigenous students to study and succeed at Melbourne. It means growing our global student population to more closely match the demographics of our region and the world, and ensuring we widen participation for all talented Australian students regardless of their background. This work will transform our student profile, and by 2030 our diverse graduates will be known for their exceptional leadership and impact.

Over the course of our wide-ranging consultation, five clear themes have emerged, around which we have organised the strategy. In many of these themes there are existing programs of work aligned with our ambitions, in some there are immediate next steps we must take; in others there are proposed solutions we need to further explore, testing the best ways to implement these as we look towards the university we want to be in 2030.

In developing this strategy, we have engaged with students and staff over many months to seek their advice and ideas. Student perspectives deeply influenced and informed this strategy through many different discussions, as well as events designed and led by a team of student ambassadors. A supplementary report, co-written with our student ambassadors, describes the innovative ambassador program that centred our students as full partners in the strategy development process.

Advancing students and education



A curriculum defined by quality and relevance

A community in which students thrive



Nurturing excellent students from all backgrounds



Environments and systems that enable innovation



Valuing excellence in education



A curriculum
defined by quality
and relevance



Addressing the next generation of global challenges will require creative leaders who thrive in complexity.

With specialisation and exploration woven into the fabric of the Melbourne Curriculum, our students are uniquely equipped to meet this brief and become collaborative and impactful change makers. We are committed to this distinctive curriculum that encourages students to explore their passions, new ways of knowing and their strengths. We will build on this approach to ensure all undergraduate students have opportunities to undertake experiences that prepare them for their next steps, whether that is in research, employment or further study.

In addition to developing deep disciplinary knowledge, all our programs will incorporate understanding and exploration of four essential contemporary ideas and knowledges, termed touchstones. The touchstones will ensure that all students leave the University with an appreciation of Indigenous knowledges and the existential challenges of living sustainably, have an understanding of the enduring value of art and culture and have developed a critical digital sensibility.

Our ambition:

- To offer educational programs comprised of outstanding teaching and learning experiences
- To evolve the Melbourne Curriculum so students explore the touchstones, move through clearly defined study pathways, and engage with research, industry and community in their learning
- To privilege genuine interaction and inquiry-based learning in our teaching practices and learning environments, supported by leading technologies
- To systematically transform assessment practices, exploring and embracing approaches that deepen students' learning
- To tailor graduate program delivery to the unique needs of these cohorts, bringing together the best of on-campus and online in new ways.

Touchstones: essential contemporary ideas and knowledges

Indigenous knowledges

Graduates will have an appreciation of Indigenous ways of knowing and an understanding of the critical importance Indigenous knowledges play in our communities, through explicit links to our *Indigenous Strategy*.

Sustainability

Drawing on the University's Sustainability plan our students, as graduates for a sustainable future, will develop an understanding of the impact of and interplay between biodiversity, environmental, and human systems.

Arts and culture

Harnessing the Cultural Commons initiative, our students, through curriculum and co-curriculum activities, will develop an understanding of how the Arts can spark deep inquiry and are essential in helping us understand what it means to be human.

Digital sensibility

As a digital and networked society, through their education at Melbourne, students will develop a critical understanding of the complex role technologies play in our everyday lived experience.

A curriculum defined by quality and relevance

Review and renew majors

Our majors and the pathways that lead to them are the heart of our undergraduate programs. This evolution of the Melbourne Curriculum will resolve the sometimes competing objectives of flexibility and simplicity while amplifying the quality, relevance and rigor for which our majors are known.

We will:

- Support our students to navigate to their major of choice by reducing the complexity of undergraduate study pathways
- Embed the touchstones into courses and majors
- Provide all undergraduate students with final-year subjects that offer them industry, community or research-based learning experiences

Enhance flexibility for graduate students

We will offer our graduate students significant flexibility and choice in their study.

We will:

- Adopt the strategic use of dual and hybrid teaching modes to provide both flexibility and choice to graduate students
- Expand the use of high-quality online graduate education, and adopt complementary models of face-to-face study, such as campus-based intensives, offshore study, and industry and community-based experiences
- With industry and community partners, explore innovative models of graduate study that combine student employment in industry with a program of study

A curriculum defined by quality and relevance

Unite curriculum, careers and professions

Careers preparation will be woven into and around the curriculum through a renewed focus on experiential learning and careers advising, building on the professional preparation already embedded in the Melbourne Curriculum.

We will:

- Expand experiential learning opportunities available inside and alongside the curriculum
- Scale up the Students@Work program to expand opportunities for on-campus internship placements and employment to current students
- Provide career advising services to students that are contextualised by their discipline or professional education, and connect more explicitly to their available study choices and co-curricular activities
- Draw upon the University's convening power and alumni network to connect students with expansive options for further study, research, and employment

Transform our approaches to assessment

New assessment practices will emphasise continuous, authentic and digital assessment techniques that support students' learning.

We will:

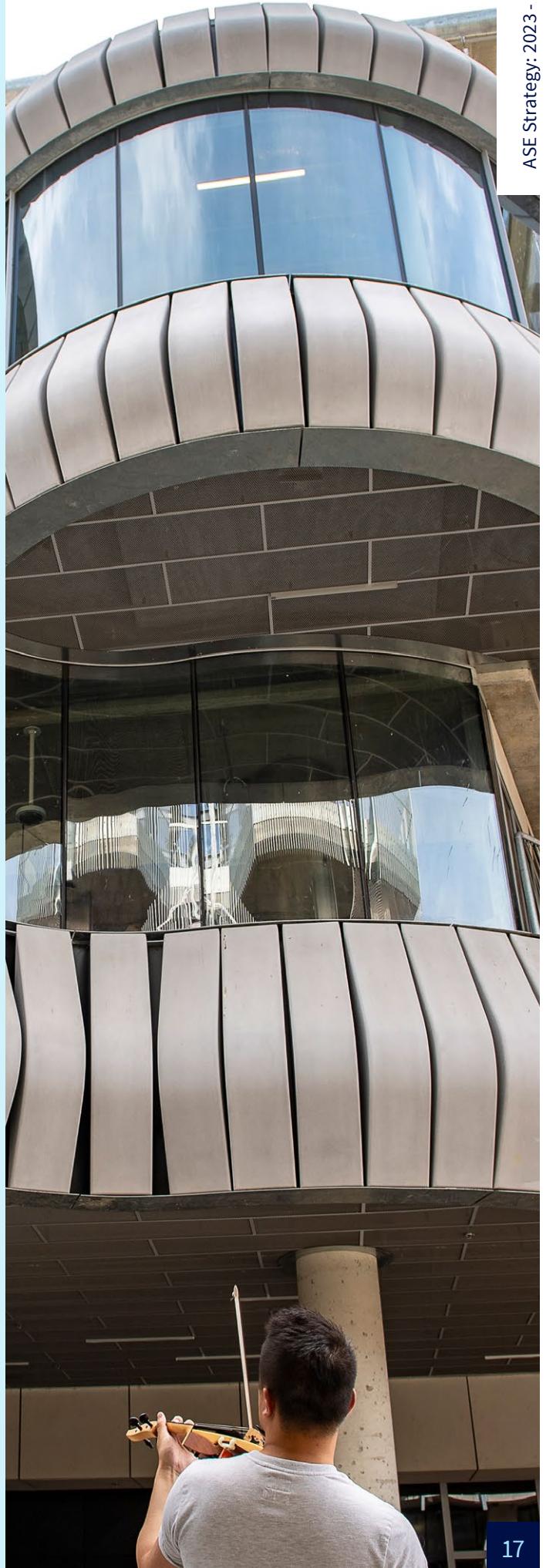
- Embed more authentic assessment in subjects and programs and explore more widespread adoption of programmatic assessment
- Minimise the use of traditional examinations
- Harness digital technologies to boost feedback provision, improve marking efficiency, enhance academic integrity and enable student choice
- Work with students, faculties and external partners to improve academic integrity literacy, improve risk detection and management, and develop an institution-wide culture of commitment to academic integrity

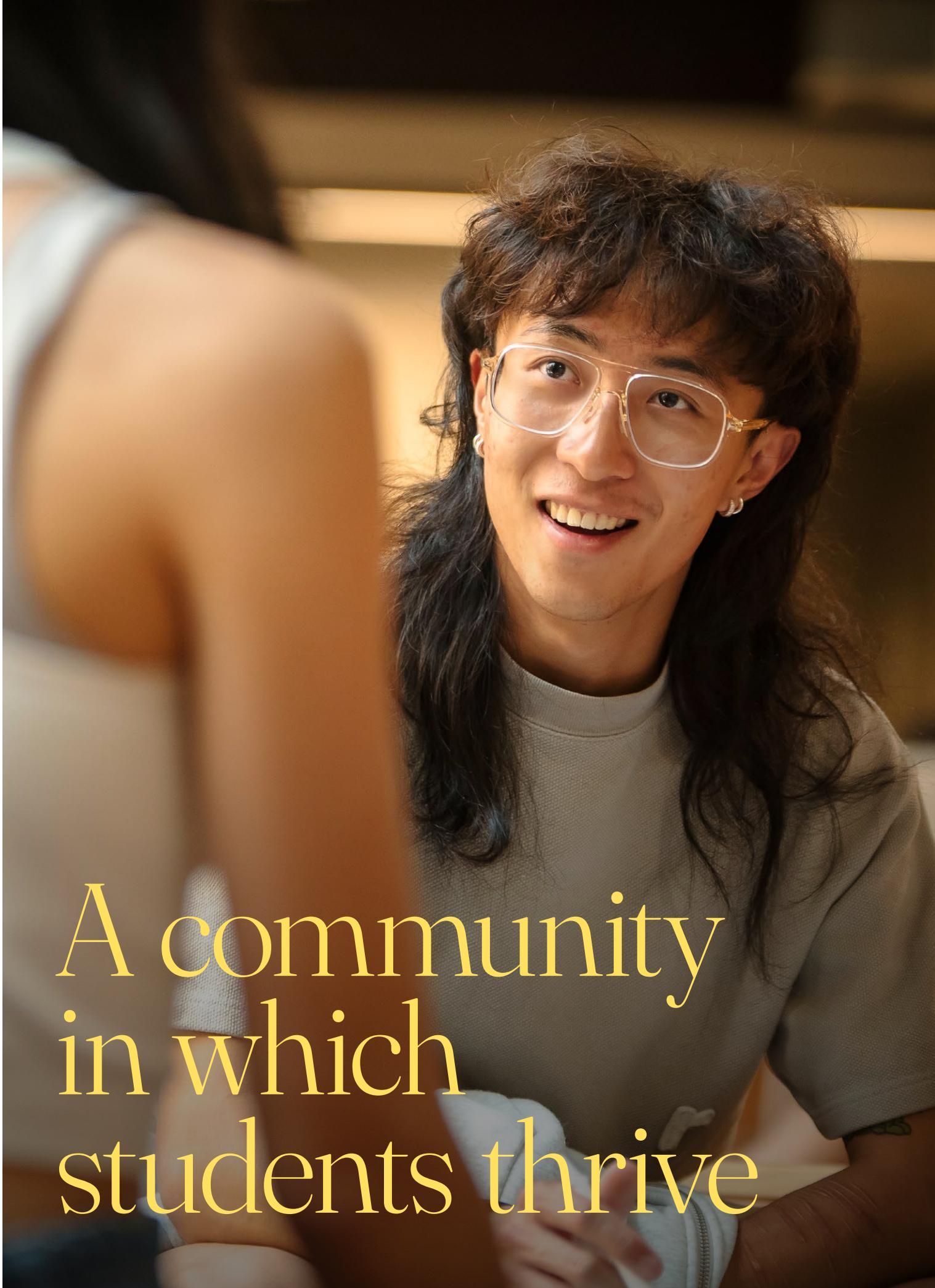
Increase interactive learning at every scale

Our learning environments will be places where students experience personalised and interactive learning activities led by talented teaching staff.

We will:

- Continue to accelerate away from didactic lectures in favour of more genuinely interactive teaching and learning activities
- Build on best practice already established across the University to ensure all students can access the academic support they need for learning, regardless of subject and class size
- Identify subjects and classes that are outliers in terms of staff-student ratio and systematically address this within faculties



A close-up photograph of a young person with long, dark, wavy hair and large, clear-framed glasses. They are smiling warmly at the camera. They are wearing a light-colored, ribbed turtleneck sweater. The background is blurred, showing warm, indoor lighting.

A community
in which
students thrive



Our university is large and diverse. Of our more than 70,000 students, half have joined us for their first degree while the remainder are experienced learners working toward research, professional and personal goals.

Over the past decade, surveys of our students have shown that they are becoming less engaged with the University and university life, with the proportion of students who feel like they don't belong doubling in recent years. This lack of belonging and difficulty forming connections is particularly evident among first-year undergraduates, many of whom report experiences closer to "surviving" than "thriving" during their transition to the University.

We will meet the evolving needs of our diverse student body, both in the design and delivery of our educational programs and in the essential services that underpin students' university experience.

Our ambition:

- A thriving scholarly community where individual students' development and success is proudly held as our collective mission
- A stronger sense of belonging for all students, by encouraging and enabling deeper connections to their peers and staff
- A first-year transition into our undergraduate programs that gives students the time, space and structures to establish themselves academically, personally and socially
- World-class student services that embrace personalisation and respond to the distinctive needs of students of different disciplines, degree types and stages of education
- A diverse educational community where student and staff wellbeing are woven into the fabric of our day-to-day business

A community in which students thrive

Redefine the first-year undergraduate experience

All undergraduate students in the first year of their undergraduate degree will be given the time and space to create connections with other students and develop a stronger sense of belonging within their discipline of study at Melbourne. Recognising how critical it is for commencing undergraduate students to transition well to university life, the first-year experience will be infused with more opportunities for students to connect and develop a sense of belonging within their discipline.

We will:

- Design assessment in the first year to actively enable and encourage exploration, connection and collaboration among students
- Enhance students' peer connections and sense of belonging through broader adoption of intensives and cohort-building experiences
- Partner with students to design and implement student-led initiatives that improve commencing undergraduates' transition to University

Build cohorts, create community

For all students, not just commencing undergraduates, we will prioritise teaching and learning practices and curriculum structures that foster a sense of community in subjects and within the discipline.

We will:

- Embed more frequent small-group, inquiry-based learning activities within subjects, particularly medium and large subjects
- Offer more immersive group experiences at the subject or course level, such as camps, offshore and in-community experiences and field work
- Expand Peer-Assisted Study Sessions or similar programs to support students' regular connections with peers in their discipline

Prioritise student wellbeing

Recognising that physical and mental health is fundamental to student success, the University's *Student Wellbeing & Mental Health Framework* will be implemented to build and embed wellbeing-supporting practice and services in university life.

We will:

- Ensure the University and our staff support students' development of wellbeing and mental health knowledge and skills
- Offer enhanced mental health services and address common barriers to improve students' access to mental health services
- Promote and support sport, culture, and co-curricular activities which enhance students' wellbeing

Amplify the student voice

Students will be welcomed as partners into the University's decision-making, to improve student agency and impact across all areas of the University.

We will:

- Embed broad-based student representation in all levels of University decision-making where students have an interest and contribution to make
- Provide induction and training programs to support students taking on significant roles across the University and recognise their contribution
- Demonstrate to students and the University community more broadly the ways in which student feedback is used and the impact it has

A community in which students thrive

Partner central services with faculty functions

In key areas of student support such as careers and employability, equity and disability, academic skills and course and academic advising, our services model will evolve to one of closer partnership between central services and faculties.

We will:

- Establish new partnership models between central services and faculties so that key services are as close as possible to students' academic 'homes'
- Connect the critical functions of course advising and academic advising so that academic advisers can refer students to specialist course advisers, and course advisers can seek academic input as needed for each student
- Ensure the services model supports students who study remotely, online and across different campuses and locations

Address pain points in student services

Key issues in the delivery of centralised student services will be rapidly addressed.

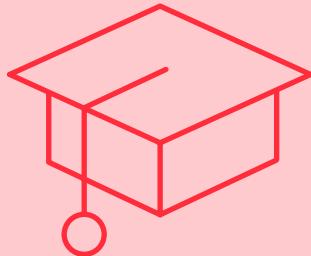
We will:

- Improve contact channels and self-help information so students can quickly and easily complete simple administrative processes and seek the help they need
- Accelerate the roll-out and use of technology platforms and integrations that support students' administration for teaching and learning
- Support student administration and services staff to excel by providing job security, career pathways and professional development



A group of diverse students are sitting outdoors, smiling and laughing. In the foreground, a young woman with dark hair and a blue t-shirt with a map print is looking up and smiling. Behind her, a young woman with pink hair and a pink bunny headband is laughing. Other students are visible in the background, including one in a red shirt holding a phone. The setting appears to be a sunny day outside a building.

Nurturing
excellent
students from
all backgrounds



To be a truly global institution, committed to providing an education to talented students from all backgrounds we need to actively engage students with potential wherever they may be.

We will ensure that disadvantage is no barrier to accessing the University of Melbourne, and that prospective students, regardless of background, see themselves here and are confident that they will be supported. We will also broaden our international recruitment, designing our curriculum and support systems with diversity as a first principle and meeting our deep obligation to ensure we are fostering talented Indigenous students to succeed and realise their potential.

Our ambition:

- A step-change in the University's mindset and approach to equity and student diversity, from prospective student outreach to beyond graduation
- A culture that embraces diversity as a collective strength and in which students from all backgrounds are supported to contribute and excel
- A graduating cohort that better reflects our local, regional and global community
- To be a leader in creating opportunities for students from low SES and regional backgrounds
- The educational institution of choice for Indigenous Australian students

Nurturing excellent students from all backgrounds

Transform selection and support processes

We will fundamentally change our recruitment, selection, onboarding and support processes to better identify, attract and retain excellent students from all backgrounds.

We will:

- Develop scalable approaches to the selection of undergraduate students that moves beyond relying solely on ATAR
- Implement new approaches to recruit, select and support graduate students from underrepresented backgrounds, including through Access Melbourne Graduate Degree Packages
- Develop tailored enrichment and engagement programs for students who have experienced educational disadvantage to support them to thrive at Melbourne
- Through the implementation of the *Diversity and Inclusion Strategy 2030*, create a culture where all members of our community are welcomed and encouraged to participate

Create a new major scholarship program

A flagship scholarship program will be created to attract and support talented students from across Australia who have experienced educational and financial disadvantage.

We will:

- Launch a major merit-based scholarship program
- Offer more support for Indigenous students in both the provision of stipends and accommodation support
- Offer relocation and accommodation scholarship packages for students from regional or remote areas

Diversify our global student profile

Implement an *International Student Diversification Plan* to significantly alter the profile of our international student body across undergraduate and graduate programs and diversify the source countries from which our students come.

We will:

- Invest in recruiting the most talented students from across the Asia Pacific region and the world to attend the University of Melbourne
- Offer a suite of bursaries and other financial aids to support excellent international students' study at Melbourne
- Partner with international institutions to develop and implement new delivery models for key educational programs that combine local international study with study at Melbourne

Attract students from a variety of backgrounds

Create outreach programs that engage students who may not otherwise have considered a Melbourne education accessible or suitable for them.

We will:

- Improve our engagement with schools across Victoria and targeted areas interstate and overseas
- Develop new partnerships with community groups and external organisations

Nurturing excellent students from all backgrounds

Embed intercultural experiences

Ensure our campuses and classrooms are places in which our students can encounter those different from themselves and develop the high level of intercultural competence they will need to lead on the global stage.

We will:

- Include more international intercultural and global experiences within the classroom, for example through international case studies, inviting international guest lecturers and ensuring students are regularly engaged with diverse cultural groups
- Develop a rich co-curriculum that encourages all students to explore the different cultures, backgrounds and ideas present within our community
- Provide more opportunities for greater numbers of our students to study overseas





Valuing
excellence
in education



The value we place on the education of our students is equal to the value we place on research, and it is essential that we give staff the support they need to provide students with an exceptional learning experience.

This will require us to innovate our systems, practices, and process to ensure academic staff are supported to work more closely with students inside and outside the classroom, to develop their teaching and learning practices, and to grow their expertise. Equally, our professional staff make a vital contribution to our students' experiences, and to teaching and learning activities.

We will support and recognise the expertise of these staff, celebrate their achievements and ensure career paths and job security are part of what they can expect from the University. We will also renew our mechanisms of recognition and reward for teaching, care, and student support to ensure those who focus on our students are encouraged and rewarded.

Our ambition:

- A culture of excellence in teaching and learning and student support that parallels our culture of excellence in research
- Significant uplift in support for all staff to fully embrace their roles in providing outstanding teaching, learning and student experiences
- Academic and professional staff who are known for their approachability and availability to students inside and outside of the classroom and warmly embrace this as part of their role

Valuing excellence in education

Place greater value
on teaching in academic
roles and careers

Develop a new
teaching delivery
support model

The *People Strategy*, among other initiatives, will identify our ambition in our twin aims of research and education. Working with the academy we will support new and adapt existing academic roles at the University, enabling all our staff to participate fully in teaching and learning and the support of our students.

We will:

- Expect all University of Melbourne academic staff will contribute in meaningful ways to teaching, supporting and inspiring students
- Define academic roles on a spectrum from teaching-focussed to research-focussed so that no roles are exclusively one or the other
- Establish new early-career academic roles for teaching- and research-focussed positions that enable and explicitly chart career progression within and across these roles
- Provide exceptional support for all our staff, and develop additional support for staff in our teaching-focussed positions to ensure they excel, are recognised and have opportunities to advance in their careers.

We will enable teachers to focus on students and their learning through providing coordinated, specialist technical and administrative support for teaching delivery in both physical and virtual spaces.

We will:

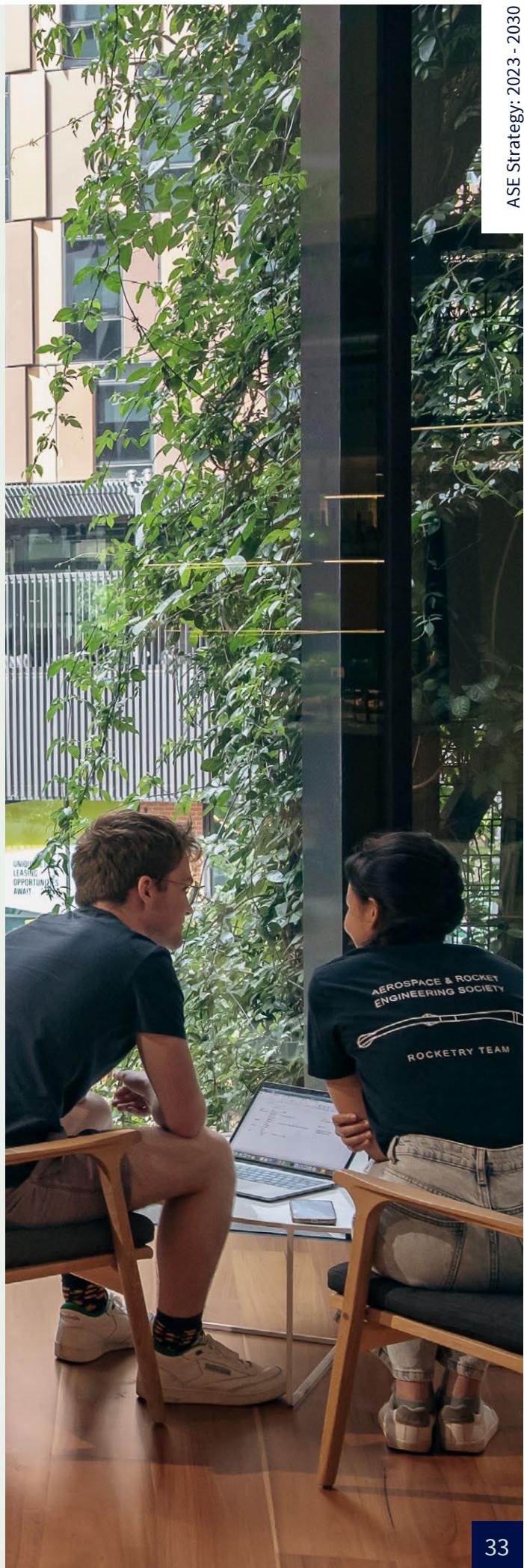
- Review the ways in which support for teaching delivery is currently provided locally and centrally in areas including LMS support, IT support and room-based infrastructure support
- Consider developing new specialist response teams to support teaching delivery, based around faculty and school needs and spaces

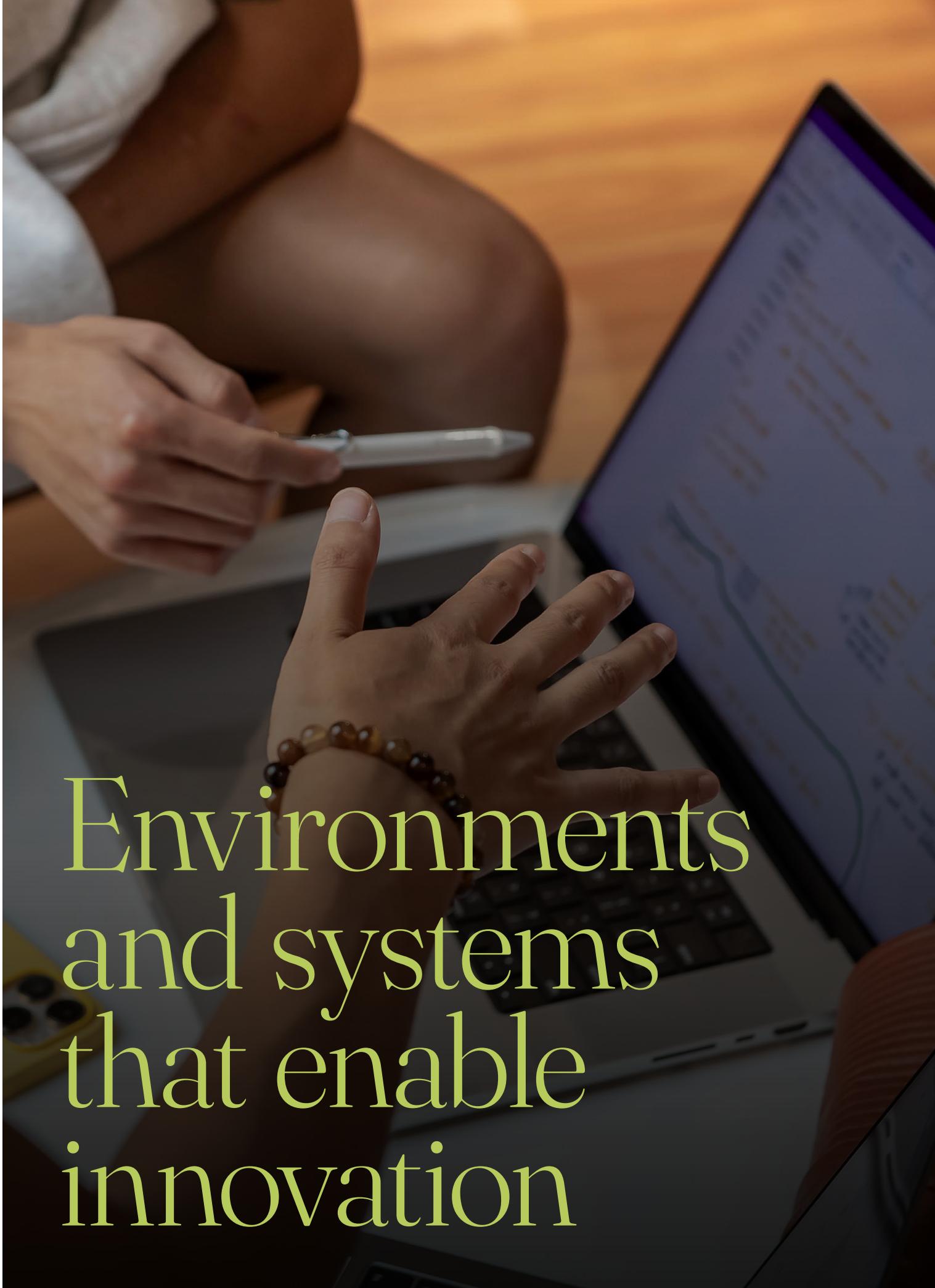
Empower staff to demonstrate teaching & student support excellence

Develop a new whole-of-University *Educational Excellence* framework to assist staff to identify and develop excellent teaching practice. This will be accompanied by agreed standards of service, student support and engagement excellence suitable for use by all staff.

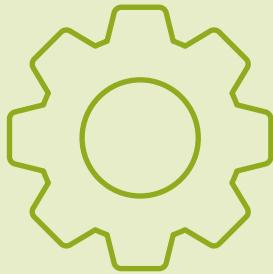
We will:

- Establish a program to support academic staff to reflect on their teaching and learning and build a portfolio that showcases the impact and value of their work in education
- Extend existing University measures beyond student evaluations to provide staff with a broader suite of evidence to demonstrate the quality and value of their teaching
- Establish a common frame of reference for teaching quality and impact that can support confirmation and promotion processes
- Expand investment in teacher development to new early-career academic roles



A close-up photograph of a person's hands and arms. One hand is pointing at a laptop screen displaying a grid of data, while the other hand rests on the keyboard. A smartphone is held in the background. The scene is set against a warm-toned wooden wall.

Environments
and systems
that enable
innovation



The quality and character of students' experience of the University are inherently linked to both its environments and the systems that support and surround our students and our staff.

This includes the facilities and services that most impact the student experience, including classrooms, campuses, and digital learning environments. It also includes the processes and systems through which our academic staff develop innovative curriculum structures and learning activities, and the professional staff who support them to both develop and deliver these.

This is an increasingly complex ecosystem with new technologies and ways of doing things often layering on top of legacy systems and processes. Ensuring our current and future investments in environments and systems are not only fit for purpose but also actively enhance and enable our ambitions in teaching, learning and the student experience is critical to achieving our goals.

Our ambition:

- Facilities and services that meet or exceed students' expectations of the University's world-class reputation both inside and outside of the classroom
- Exceptional digital teaching and learning environments that support staff to innovate and that significantly enhance our teaching, learning and assessment practices
- Evidence-based, data-driven approaches to identifying and resolving issues experienced by our community
- Streamlined, agile processes that allow staff to focus on what matters to students

Environments and systems that enable innovation

Build new ‘super classrooms’

Realising our ambition for more inquiry-based, interactive and authentic learning activities in large subjects requires classrooms that can support this pedagogy at scale.

We will:

- Design and build a suite of classrooms that are pedagogically flexible but will specifically accommodate large groups of students to engage in collaborative, inquiry-based project work
- Ensure classrooms have seamless technology integrations to allow students and staff to communicate, collaborate, and share their work relevant to inquiry-based projects

Unlock innovation in curriculum and teaching practices

We must streamline our processes and systems to better enable innovation and facilitate the swift implementation of exciting new ideas.

We will:

- Reduce the volume of documentation and approval timeframes required to establish or change programs, subjects, assessment and delivery practices
- Review timetabling and handbook data structures, data capture processes and timelines to reduce real or perceived barriers to curriculum innovation

Nurture new thinking and innovative practice

Our teachers will be encouraged to innovate and experiment with new teaching, learning and assessment practices through a support model that combines expertise in educational technology, learning design, and pedagogical practice.

We will:

- Develop a new model for driving and supporting innovation in curriculum and teaching and learning practice, building on the lessons of pioneering programs, faculties and centres to establish support for innovation and partnerships between staff
- Create a clear process for the discovery, development, and implementation of new digital tools
- Partner with students in new ways to trial and test our innovative ideas in teaching and learning

Increase the visibility and use of data and analytics

Data-driven and evidence-based approaches are essential to identify key issues in services, processes and programs and resolve them.

We will:

- Make better use of our data generally, and academic and learning analytics specifically, to both understand areas of difficulty and predict areas where students require support
- Develop a process for surfacing and sharing performance indicators and ensure the impact of feedback is clear to those who provide it

Success indicators

We will track our success against our ambitions within each theme by looking for sustained high performance, or continuous improvement in the following measures outlined below. These measures are already established and are sourced from the Advancing Melbourne Performance Framework and the Student Experience Data Strategy.

Theme	Measures targeted
A curriculum defined by quality and relevance	<ul style="list-style-type: none">– Teaching and learning quality– Research and industry incorporation into the curriculum– Learner engagement
A community in which students thrive	<ul style="list-style-type: none">– Connection and belonging– Student services and support– Wellbeing of both staff and students
Nurturing excellence from all backgrounds	<ul style="list-style-type: none">– Equity group participation and completion– Student services and support– Student experience– Wellbeing of both staff and students– Diversification of our international student body
Valuing excellence in teaching and learning	<ul style="list-style-type: none">– Student experience– Teaching-focused academic staff in leadership roles– Staff sense of support and satisfaction– Wellbeing of both staff and students
Environments and systems that enable innovation	<ul style="list-style-type: none">– Student and learning resources– Digital capability and delivery– Use of analytics to support the student experience– Development and uptake of internationalised curriculum





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THE UNIVERSITY OF
MELBOURNE