

Faculty of
Architecture,
Building and
Planning



THE UNIVERSITY OF
MELBOURNE

ABP Strategy
2023-2028

Designing Futures

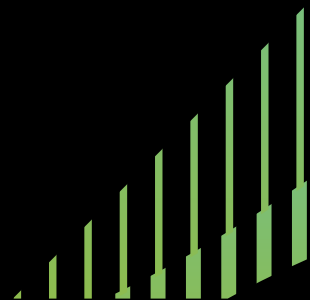
Acknowledgement of Country

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).

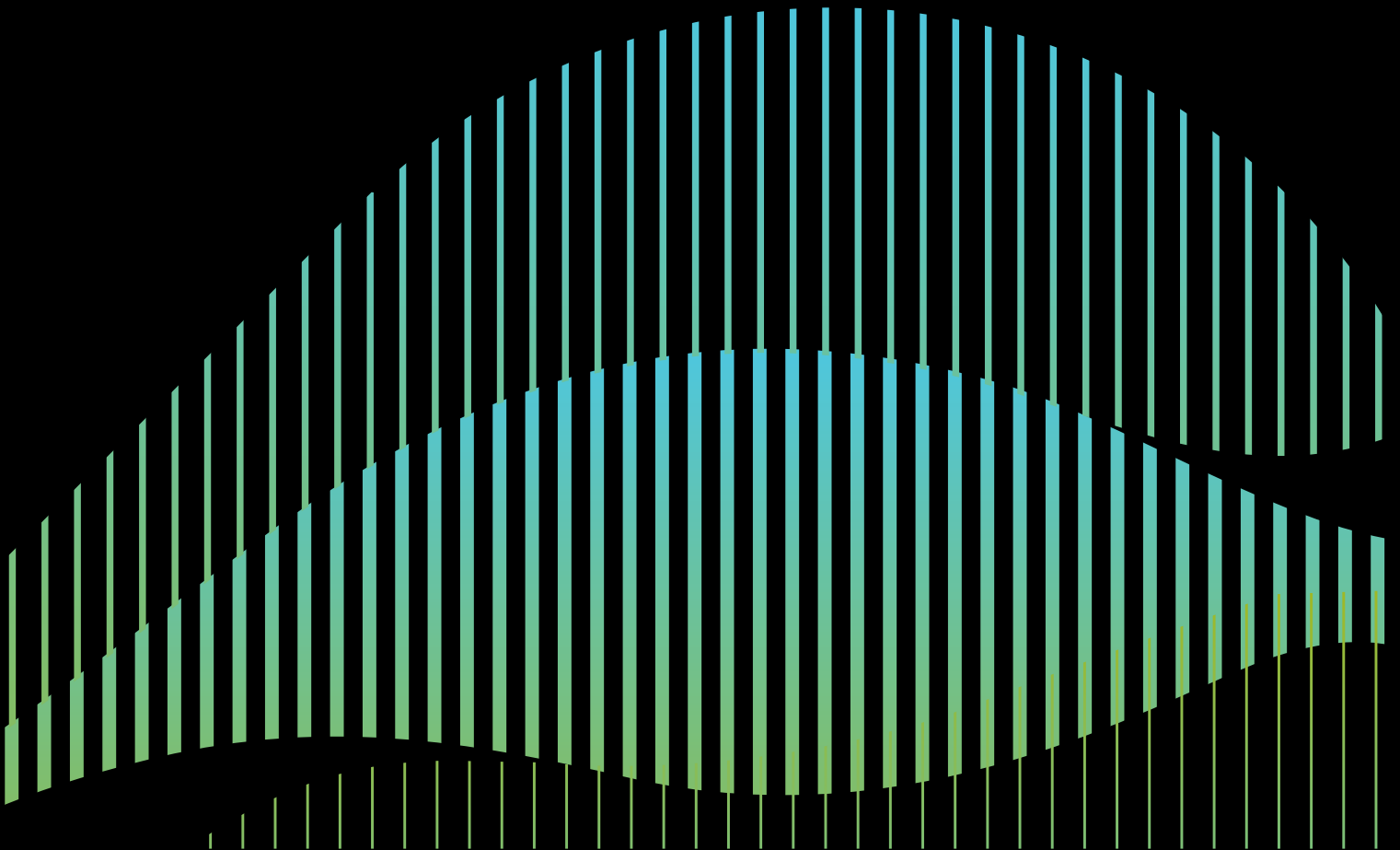
The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

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.



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Message from the Dean



JULIE WILLIS

As Australia's leading built environment faculty, our role is to bring together students, academics, and the wider community to help create sustainable, equitable, healthy and vibrant futures for Australia and the world. Designing Futures builds on the foundation provided by the Faculty's earlier strategies to drive the transformative change needed to deliver this ambition.

Situated at the centre of one of the world's most exciting, creative and rapidly growing cities, the University of Melbourne provides those who work, study and engage with us a real opportunity to inspire, innovate and collaborate.

This strategy has exceptional education at its core. We are cognisant of the need – now more than ever – to set our future generations of built environment practitioners, leaders, entrepreneurs, and critical thinkers up with the skills to navigate and positively contribute to an ever-changing global landscape. The distinctive Melbourne Curriculum affords our built environment students the opportunities to become skilled within their chosen field, while also acquiring knowledge from other disciplines, both within and beyond the Faculty. They are encouraged to experiment with new ideas and push traditional boundaries to tackle the challenges facing us now and into the future.

The built environment exists at the intersection of many fields and disciplines, ranging from the creative, through humanities and social sciences, to the physical sciences. Our sector is also embedded in myriad intersecting networks. These include information flows and disciplinary frameworks, the movement of people and practices, systems of colonisation and decolonisation, processes of resource extraction and use, supply chains and labour relations. These networks coalesce in the creation of places and spaces, structures, and infrastructure, all of which articulate cultural influences, have environmental impacts, and express economic, social, cultural, and political power.

Our staff, students and partners come from many backgrounds and bring global connections, while our research and teaching builds on deep bodies of knowledge.

Our connections with Asia are particularly strong – we have been educating students from across the region for 70 years and are proud of our half-century of scholarly engagement with Asia.

All of this brings the potential to catalyse progressive social change that positively impacts our interactions with the world around us.

Our researchers continue to carry out creative, rigorous, research into the past, present and future of our designed and built environments, influencing government and corporate policy. Together we are building a body of work that will impact and inform the world we live in, as well as future generations of students, and built environment professionals.

Finally, we hold a prominent place within community, industry and academia as a convenor and collaborator, working for the public good. Through free public lectures and invigorating exhibitions encompassing industry, student and academic work, amongst a vibrant events program, the Faculty reaches into the wider community to encourage new thinking, debate and connections. We are weaving digital experiences into the program to have even greater impact and reach to further explore the latest thinking in built environments.

The engagement and enthusiasm of staff, students and partners in providing input into our strategic planning process has been heartening, frank and enlightening. Our talented students and staff have played a big part in shaping our vision and I am excited about the transformations we seek to achieve through this strategy.

Achieving our vision

**The Faculty of Architecture,
Building and Planning's
vision is to**



provide comprehensive learning experiences in the built environment disciplines, which equip our graduates and researchers to pursue fulfilling careers and make life-long contributions to our societies. We develop ethical, experimental, and engaged interdisciplinary practices to meet shared and systemic challenges through teaching, engagement, partnership, scholarship, and research.

**We are anchored
by our purpose and
commitment**



to be a globally connected, regionally relevant faculty for the built environments, benefiting society through the transformative impact of education and research, with students at the heart of everything we do.



The University of Melbourne is well-placed – geographically and institutionally – to forge meaningful solutions to contemporary challenges. We need inventive approaches to address climate change and social inequity, and support cultural inclusion and public health. We have the opportunity to meet these challenges with imaginative, meaningful, and optimistic solutions, grounded in rigorous research.

This will require the Faculty to push forward with diverse forms of practice, to develop formats for engagement and explore new theories of change. We will extend our arenas for meaningful public discourse, and expand community and industry partnerships, particularly in research-oriented activities. This will further connect us with the wider community, ensuring we provide an accessible resource for the city and region.

These efforts will build on the strong foundations of a multi-disciplinary faculty, with a one-hundred-and-fifty-year history, sustained and significant research contributions and a committed and engaged staff and student body.

Our shared values empower an inclusive and accountable community. Together we will embed a culture that can deliver, develop, and maintain our strategic priorities through to 2028. Our culture aims to be:

BOLD

We are courageous and driven by curiosity. We stand by our convictions and are agents of change.

COLLEGIAL

We share responsibility and work together in collegial and respectful ways to achieve individual and collective goals.

INCLUSIVE

We aim to be an inclusive place to work, teach and learn. We conduct our work with empathy and compassion, and have a positive influence on our students, colleagues, communities, and the planet.

INVENTIVE

We explore and create new ways of doing, being and understanding. We are passionate and ambitious in our work and driven in our pursuit of excellence.

ETHICAL

We communicate openly, ethically and with integrity. We are transparent in our processes and accountable for our actions.

Our Faculty will be a distinctly different place by 2028. We will have occupied and incorporated our new facilities at Fishermans Bend, offering future-focused curriculum, engagement and research opportunities that seamlessly bridge the digital and physical, and enabling new forms of creation, production and evaluation of our designed and built environment.

We will have reshaped our curriculum, responding to changing accreditation expectations, key societal challenges and future modes of pedagogy, practice and production. Our permanent academic workforce will have grown, but we will retain strong engagement with active practitioners from the various professions with which we work. And our research will have even greater influence and impact, as we partner ever-closer with government, industry, practice and communities for the greater good.

Impact agendas



We are committed to addressing climate change and social justice issues, to supporting the creation of healthy places and respecting First Nations knowledge systems through the built environment disciplines. We aim to influence future practice across our fields and to have global impact. Our comprehensive Faculty brings together a broad mix of complementary disciplines. It provides the University of Melbourne with the opportunity to explore how design, architecture, landscape, urban design, heritage, planning, construction and property can together contribute to addressing shared systemic challenges.



Climate action

We will address the climate crisis through work that supports repairing and re-shaping our built and natural environments.

Climate and biodiversity crises have already begun to devastate our city, state, and region. Intense heatwaves, devastating bushfires, significant flooding, sea level rise, and extreme weather systems all impact the environment and the health and wellbeing of our society. Fuelled by extractive resource and unsustainable land use, these crises impact us all, but they disproportionately affect more marginalised communities.

As educators, researchers, and practitioners in the built environment, we are motivated to lead positive action through research and teaching. We are committed to developing practices and practitioners capable of addressing these challenges holistically and creatively.

This will require multidisciplinary approaches that integrate varied perspectives and knowledge systems. The Faculty encompasses wide-ranging expertise and we will harness this knowledge to work at the frontline of the climate and biodiversity crises.

First Nations

First Nations peoples and knowledge systems will be at the forefront of how we work and who we are as we teach and research anti-colonial agendas.

We are committed to Indigenising our curriculum. This is a complex process that must be undertaken with sensitivity and care. The systemic possibilities of understanding and designing with Country are simultaneously cultural, political, spiritual, infrastructural, and environmental. They include more-than-human and nature-centred principles and custodianship and stewardship rather than extractive and colonial practices.

We must actively orient ourselves towards mitigating and undoing colonialism. Our approach must be led and guided by First Nations peoples, while acknowledging that our Indigenous colleagues must not be expected to carry the sole burden of this work.

We will cultivate shared practices, based on an increased understanding of, facility with, and respect for Country and Indigenous knowledge systems. We will embody this across the Faculty, transforming our teaching and research, along with our partnerships and engagements.

We must understand and critically engage with international networks in conjunction with the increasingly nuanced understanding of the specificity of our place and the obligations and opportunities that this brings, including our emerging work with First Nations peoples.

Healthy places

We will contribute to the procurement, design and delivery of places and spaces that reverse existing adverse health and wellbeing outcomes and create holistic healthy environments.

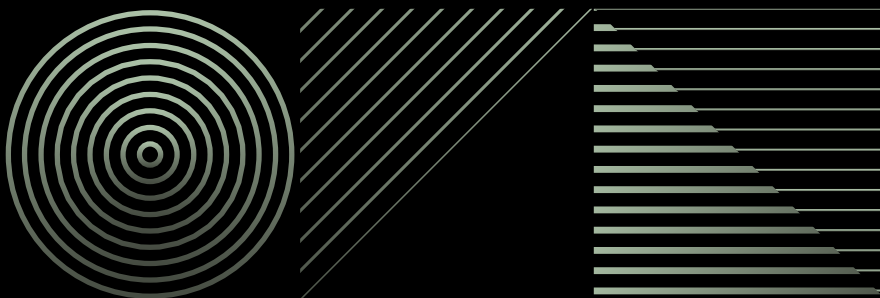
The quality of the built environment directly impacts our mental and physical health, just as material and design choices can harm or nourish Country. In Australia, there is great opportunity to ensure that urban planning, landscape and design support public health, rather than contributing to non-communicable 'lifestyle' diseases. This is an urgent matter. If our built environment is not designed carefully, changing demographic factors will create significant health and wellbeing challenges – particularly for marginalised communities.

Our University is a world-leading force in medical and health research, with significant distributed expertise in the social and political determinants of health and wellbeing. There are many cross-disciplinary partnership opportunities to systemically research and contribute to the design of built environments. This requires an integrated approach that spans design cultures and practices, public policy, procurement, construction and new forms of building code and regulation.

Social justice

We are committed to improving equity and social justice in our disciplines and communities.

We will weave an inclusive social justice agenda through our research, teaching, culture, and operations. This includes identifying processes that create social injustice for marginalised communities, researching and supporting approaches that create positive change and helping to create places and spaces that are welcoming and safe for all. It means developing critical perspectives on race, gender and privilege across all courses and activities and ensuring that our teaching and research practices foster inclusion for all.



Future practice

We will help shape the practices and technologies of our industries and equip our students to proactively navigate and influence the rapidly changing world into which they graduate.

Shifting environmental, political, social, cultural, demographic, and technical landscapes require new forms of inquiry, engagement, intervention, tools, and technologies. These combined challenges require systemic approaches to design, and new forms and areas of research and teaching.

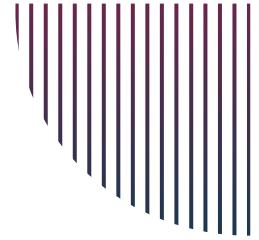
We will educate our graduates to be able to operate nimbly in rapidly changing contexts, to recognise and explore new possibilities. This means equipping them with the knowledge, experience, and networks to build purposeful careers that can be adapted and updated over their lifetime.

We will research, propose, and prototype new modes of practice, oriented around care, equity, and impact. This includes leveraging the transformative potential of technology, while also identifying and addressing the potential pitfalls. We will develop new courses and research programs in strategic and systems design, with the aim of transforming and informing policy and design in government.



Priorities

Shaped by our vision, values, and agendas, we will focus on the following priorities to deliver transformative education and research, with students at the heart of everything we do.



Education

- Increase the diversity of pathways to an education at ABP
- Develop and refine our curriculum
- Continue to develop teaching practices and celebrate teaching excellence
- Connect student experience to a community in which students thrive
- Connect student experience across campus and the region
- Foster learning and connect student experience across industry and with the professions



Discovery

- Foster a thriving ecosystem of built environment expertise that spans humanities, social and physical sciences
- Raise our research ambition and boldly articulate the value and impact of our research
- Create a supportive and stimulating environment for the next generations of built environment researchers

Global

- Lead, convene and collaborate through strategic partnerships on a global scale
- Amplify our impact and engagement through an inspiring and accessible public program
- Educate a highly engaged student cohort



Place

- Ensure our places embody and demonstrate our commitment to sustainability and wider engagement
- Activate the Fishermans Bend Campus
- Develop the Future Factory operating model

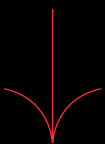
Community

- Design for collaboration and maintain structures that support our academic mission
- Strategic engagement with sessional staff
- Further develop our capacity and capability to build sustained performance across teaching, research, administration, and engagement
- Foster a supportive outcomes-focused culture, where our operations reflect our values and diversity



Education

Our immersive education programs are both challenging and rewarding, preparing our graduates to become the next generation of built environment practitioners and leaders at the forefront of future practice and research.



Advancing Melbourne envisions a future where students and teachers encounter and challenge each other at the shifting borders of knowledge, in a constant spirit of respectful interrogation and inquiry.

The Faculty provides students with an outstanding education. This flexible, expansive, and multidisciplinary learning experience empowers graduates to tackle the challenging problems of our time and to succeed in varied roles. It includes excellent teaching practices tailored to our disciplines; engagement with significant research, access to community and industry; and genuine connection across all our communities.

We bring together people from many disciplines – architects, urban designers, planners, landscape architects, construction managers, heritage experts, transport specialists, historians and more – to provide a unique educational experience. Many of our disciplines explore ideas through creative inquiry and studio-based learning. Our teaching and research incorporate contributions from significant numbers of practitioners, ensuring students and researchers have direct engagement with practice and industry.

We enable our students to build degrees suited to their interests and aspirations, with a level of flexibility and interdisciplinarity that distinguishes the University of Melbourne internationally. We recognise and embrace the challenge of offering individual experiences at scale and enabling all students to find flexibility and agency in their learning.

We are committed to the ongoing process of Indigenising our curriculum. We weave global perspectives throughout the curriculum and encourage students to take advantage of international opportunities such as study abroad, travelling studios and overseas fieldtrips. Our students and academics bring broad international diversity. The impact is enormous, adding varied perspectives to our classroom and studios, and reinforcing our ambition to have greater global impact.

We are committed to supporting an ever-more diverse student cohort and to developing an inclusive curriculum and pedagogy that incorporates a wide range of practitioners, processes, and perspectives.



Our priorities

Increase the diversity of pathways to an education at ABP

- Actively recruit a more diverse student cohort, including students from underrepresented backgrounds and a wider range of international home countries. Ensure programs are in place to support retention
- Support wider participation with a focus on students from diverse backgrounds, including financial aid and strengthened transition support
- Strengthen engagement and learning avenues for prospective students, from outreach to alumni, including ‘before undergraduate’ and ‘post-professional’ opportunities

Develop and refine our curriculum

- Continue Indigenising the curriculum
- Continue internationalising the curriculum
- Refine the governance processes that underpin regular and effective curriculum review, ensuring it is responsive to the needs and experiences of a diverse body of students
- Continue to build and strengthen ABP’s interdisciplinary programs through a review of majors, minors, specialisations, and electives
- Examine the strategic development of new Masters offerings and variations to the offer model
- Review and revise assessment practices in relation to equity for students

Connect student experience to a community in which students thrive

- Strengthen ‘whole of cohort experiences’ for students
- Support staff to develop and refine student connection and wellbeing through teaching practices and collaborative learning design
- Expand the studio culture agreement to include all subjects, ensuring it is a living, meaningful charter that sets out our agreed social contract with each other
- Foster social connection, inclusion and student participation through clubs and societies, public programming, exhibitions, MSDx, peer mentoring and governance

Connect student experience across campus and the region

- Connect our pedagogy to students’ experience of the city and region through ‘place-based’ partnerships, such as existing relationships with the City of Melbourne, Victorian Government, the National Gallery of Victoria, MPavilion, Parlour, Goulburn Valley and more
- Encourage students to take advantage of the Maker Spaces, MSD Robotics Lab, NExT Lab and Library, where they can develop and enrich ideas and refine them through making
- Cultivate an expansive design education model and culture through events, exhibitions, symposiums, seminars, and public programs, making them a vital component of a student’s social and intellectual life

Outcomes

Continue to develop teaching practices and celebrate great teaching

- Develop and resource collaborative teaching models
- Establish peer-supported teaching development programs
- Celebrate excellent teaching and learning outcomes, and continue to support the development of teaching-focussed academic careers
- Draw on and strengthen the teaching expertise of staff, to improve teaching quality, pedagogy and innovative learning experiences for students
- Engage technologies to make new experiences and perspectives accessible to students

Foster learning and connect student experience across industry and the professions

- Provide opportunities for Work Integrated Learning (WIL), industry-embedded and research-connected opportunities, internships, and employment through the Peer Assisted Study Sessions (PASS)
- Ensure research-led teaching enhances learning outcomes, supports research innovation, and creates systemic impact
- Ensure ethical approaches to teaching and research that respect student rights
- Maximise opportunities and spaces where professional networks and our student community can intersect and network

We will know we have been successful in 2028 when as a result of our strategic actions:

- Our student cohort is increasingly diverse. Students of all ages, genders, sexualities, physical abilities, ethnic backgrounds, and cultures will grow and develop in an environment that maximises wellbeing, builds resilience and provides opportunities
- Significant progress has been made in realigning the curriculum to recognise and engage with First Nations peoples and knowledge systems. Academic staff of all backgrounds are increasingly knowledgeable about Indigenous design principles and are confident in developing an inclusive curriculum
- Every learning experience is purposeful, well-designed, and valued by students. ABP staff are recognised and celebrated for the quality educational experiences offered to our diverse student cohorts. This will be informed by strong research and underpinned by a clear and effective governance and review framework
- We have an established peer-supported teaching development program that contributes to continuous improvement of our teaching practices and approaches
- We are producing graduates with the knowledge, experience, and networks to build purposeful careers that can be adapted and updated over their lifetime
- Our diverse built environment student, alumni and professional cohorts are connecting and reconnecting with ABP for personal growth and professional development at all stages and are valued members of an active and inclusive learning community

Discovery

Our thriving research ecosystem addresses pressing challenges and increases knowledges across the full range of built environment disciplines and practices.



Advancing Melbourne's research ambition is to be at the leading edge of discovery, understanding and impact, by facilitating an innovative, collaborative, impactful and cross-disciplinary research culture.

Built environment research is crucial in shaping our lives and communities. It strives to understand the experiential, social and cultural contexts and the historical roles of buildings, landscapes, environments, and cities. It provides critical evidence for decision-makers who shape the procurement, regulatory and urban governance practices that underpin our environments. The Faculty aims to be at the forefront of this work, offering fundamental insights to help tackle systemic challenges and advance sustainable and fair outcomes.

Built environment research incorporates expertise from the humanities, design, social sciences, natural sciences, and technology. Our Faculty researchers are a strongly interdisciplinary community. We leverage these diverse disciplines, practices, and thematic research programs to create practical solutions and courageous advancements in knowledge.

We collaborate across the University and with partners from many sectors – creative and design practice, industry, health, peak bodies, and all tiers of government – to develop knowledge that is informed by the current and future needs of the populations we serve. Together we produce excellent research that advances knowledge and has tangible social impact.

We are committed to creating clear career pathways for emerging researchers. This is supported by our research ecosystem, which includes interconnected research units, university centres, specialist labs, inclusive cross-faculty hubs, and specialist PhD pathways.

All are supported by the ABP Research and Industry Office, which links our researchers to myriad opportunities for realising their ambitions.



Our priorities

Foster a thriving ecosystem of built environment expertise that spans humanities, social and physical sciences with an emphasis on engaged, interdisciplinary and inclusive research initiatives that tackle critical societal challenges

- Target research investment towards supporting and improving our research ecosystem to support emergent and maturing research of the highest quality, improving impact, and encouraging interdisciplinary collaboration, including partnerships with other faculties
- Support career pathways for research-focused staff through research-contingent continuing positions
- Develop opportunities for researchers to work with national and international peers at relevant partner institutions
- Ensure research units and related research-practice partnerships have clearly articulated capacities and inclusive remits

Raise our research ambition and boldly articulate our research aspirations and the value of built environment expertise in our societies

- Make a clear case for the value of built environment research to key stakeholders and support researchers to clearly communicate the value of their work
- Implement a new Research Expectations Framework with quality, impact and interdisciplinarity at its heart
- Continue to embed research in the Faculty's core teaching, strengthening a research-teaching nexus
- Strengthen teaching-research career pathways for early career academics in research-focused appointments
- Support researchers to undertake research commercialisation programs
- Continue to make strategic investment in major research bids
- Develop innovative research spaces for researchers, research-intensive units, and research programs at Fishermans Bend
- Continue to ensure full costing of research, including strengthening cost recovery



Outcomes

Offer a supportive and stimulating environment for coming generations of built environment researchers

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- Enable a systemic approach to support individuals and informal collaborations to connect with diverse disciplines
 - Strengthen and consolidate PhD programs. Foster a supported and engaged cohort of graduate researchers who actively participate in the research ecosystem. Support graduate researchers to gain teaching experience
 - Strategically support emergent research areas through targeted PhD scholarships
 - Support strategic post-doctoral fellowship positions particularly for those from diverse backgrounds
 - Offer research experiences/internships to coursework students from diverse backgrounds as a pathway to graduate research programs
 - Foster a collegial culture of organic mentoring across all academic levels, with a focus on diversity, inclusion, and supporting the development of early career researchers

We will know we have been successful in 2028 when, as a result of our strategic actions:

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- There is a marked increase in inter-faculty and inter-disciplinary research collaborations, funding successes, and scholarly and translation outputs
 - Our researchers and research units are recognised by national and international peers as leaders in their fields. This is reflected through collaborations, the career progression of early and mid-career researchers, and research outputs as measured by scholarly indices and emerging impact measurement tools
 - There is strong engagement with the Faculty's revised research expectations framework (2023), demonstrated by an increase in research activity and excellence in terms of publishing, grants, research supervision, engagement, and impact, at all academic levels
 - The strengthening of our research and teaching nexus is demonstrated through defined teaching and research pathways for early career academics and an established plan for activating research-led learning activities at the Fishermans Bend campus
 - Our mentoring program is reflected in multi-disciplinary engagement with Designing Futures impact agendas from graduate researchers to senior academics



Global

We will collaborate with, convene and influence partnerships to achieve transformational impact for the betterment of our global, regional, and local communities.



Advancing Melbourne outlines the University's aspiration to lead, convene and collaborate through strategic partnerships on a global scale.

The Faculty's engagement agenda is driven by the desire to contribute knowledge for the betterment of society at all scales – from the global to the local – with a particular focus on the Asia-Pacific. This emphasis provides clarity and distinctiveness. It offers meaningful challenges, creative stimulus, and the opportunity to generate culturally appropriate impact.

The Faculty has long been recognised as a vital place to collaborate, create, and learn. Our partners come from many places, forming a network of knowledge exchange that enhances our research and enriches student experience. Our engagement activities attract international interest such as the City of Melbourne partnership.

We will build on this reputation and leverage the University as a meeting ground for current and emerging

industry partners. This will enable partners to work with students, researchers, and industry colleagues on critical global issues. Our new campus at Fishermans Bend will provide important partnership opportunities through the development of the Future Factory operating model. This will focus on applied experimentation, prototyping, and pilot testing at scale, bringing together industry, researchers, and students in the context of advanced technologies and varied forms of collaboration. It will enhance direct dialogue with the professions, industry, and public sector.

Building partnerships into teaching – via studio and industry engagement – also helps our students learn to work with clients and collaborators and better understand the world of professional practice.



Our priorities

Lead, convene and collaborate through strategic partnerships on a global scale

- Leverage the Faculty's expertise for shared benefit in partnership through social and cultural engagement
- Nurture partnerships across the Asia-Pacific
- Increase the capacity for international work among early- and mid-career staff through mobility grants, building their future leadership skills and capability
- Develop a strategic partnerships framework that will support reciprocal arrangements with partners that create shared knowledge and opportunities for growth

Amplify our impact and engagement through an inspiring and accessible public program

- Deliver the Design Gallery transformation initiative and reorganise our engagement program to focus on our collective, progressive agendas
- Leverage marketing, media, and international partnerships to amplify our impact
- Develop a social contract statement and communicate through Faculty and partner channels
- Work towards greater contributions to public policy and strategy at local and state government levels



Outcomes

Educate a highly engaged student and graduate cohort

- Cultivate an expansive design education model and culture through events, exhibitions, symposiums, seminars, and public programs, making them a vital component of a student's social and intellectual life
- Ensure that our students' sense of community, connection and belonging drives and informs our engagement and partnership programs
- Continue to build partnerships into our teaching, including through studios and industry-based engagement models

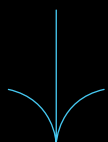


We will know we have been successful in 2028 when as a result of our strategic actions:

- Our engagement and partnership initiatives are driven by a sophisticated approach to serving our varied communities, creating an expansive web that connects future students with alumni, current students with donors, partners with graduate researchers, and more
- Our collaborative environment is supported by a purpose-driven public engagement program that is in direct dialogue with the professionals shaping our built environment in Australia and beyond
- Each of our impact agendas will be supported by an engagement plan that seeks to generate increased engagement and develop partnerships opportunities in our disciplines
- Our deep collaborations, partnerships and alliances in countries and regions of strategic importance for the Faculty enable an internationally engaged teaching and research agenda with a global outlook and growing global reach
- Our students have a stronger sense of belonging through deeper connections to their peers, staff, industry and the professions

Community

We strive to be a great place to work and study, with a collaborative, supportive and outcomes-focused culture, where our operations reflect our values and our diversity.



Advancing Melbourne aspires to be a destination of choice for talented students and staff, and a community of talented people working in the context of mutual respect.

We will invest in our people to build capacity, capability, and sustainability, and support our staff and students to adapt to the rapidly changing environment. We must ensure our students have a great educational experience and feel welcome, safe, and connected to the Faculty.

The Faculty is a great place to work and study, with a culture characterised by care, collaboration, and collective ambition. Our values and our diversity are central to our culture and sense of community. We provide an immersive co-curricular education to prepare our students to succeed in the varied roles into which they graduate.

We will invest in our staff through leadership development, to create a resilient and responsible supervision model. This includes proactively managing workloads to ensure our workforce is sustainable.

We are improving security of employment that will ensure our long-term capacity for meaningful impact in teaching and learning, research, and engagement.

Our staff and students are drawn from a broad range of global cultures and have often studied or worked across the globe. Strengthened by diverse voices, we seek to build momentum for positive change in our community and our disciplines.



Our priorities

Design for collaboration and maintain structures that support our academic mission

- Collaborate with student cohorts to better understand their changing expectations, ambitions, and needs, and to improve learning engagement through the student forum
- Create opportunities for collaboration and connection of all parts of our community, with a strong focus on being a great place to work and study, with a supportive and outcomes-focused culture
- Build the organisational knowledge and skills of staff, creating a mindset where research, teaching and professional partnerships are valued equally for their contribution to the University and Faculty
- Foster small-group experimentation and collaboration across staff and student cohorts to solve stubborn problems and innovate our practices, particularly in relation to staff and student experiences

We seek to be a great place to work, with a supportive and outcomes-focused culture, where our operations reflect our values and our diversity

- Further embed diversity and inclusivity in all our activities as we engage with increasingly diverse communities
- Ensure diversity and inclusive practices in recruitment, promotion, and professional development
- Ensure our Faculty culture is safe and supportive for all genders, sexualities, ages, physical abilities, neurodiversities and cultural, socio-economic, linguistic backgrounds, across all students and staff
- Invest in programs that build capability across all levels of the Faculty for both professional and academic staff, promoting diversity, equity, and inclusion
- Strengthen our relationships with Indigenous communities to advance reconciliation and reciprocal learning
- Proactively recruit more Indigenous students and staff

Outcomes

Further develop our capacity and capability to build sustained performance

- Continue to focus on the regeneration and renewal of our workforce to build momentum and deliver sustained value to the University, our students, our professions, and the broader communities we serve
- Recruit 25 new academic staff over the next five years, with a focus on building capacity and sustainability of our academic enterprise, and ensuring we meet the emerging areas of identified growth for research and education in the built environment
- Ensure workloads are manageable, balancing research, teaching, leadership, engagement, and service accountabilities, and valued professional contributions to the Faculty's success
- Reduce the dependence on casual appointments in our workforce, providing secure, stable employment for more staff in our community
- Continue to engage a large complement of industry-based practitioners in teaching. This is essential in terms of the experiences and connections they bring to our students. We will define new academic roles to provide greater recognition of their contributions in teaching and research
- Ensure consistent, accountable supervision models and employment practices are in place for the whole workforce, with a particular emphasis on supporting the casual workforce

We will know we have been successful in 2028 when as a result of our strategic actions:

- The Faculty is seen as a great place to work and study where there is a willingness to experiment, learn and fail, and constructively critique. Our practices are inherently reflexive, we learn and adapt over time
- The Faculty has reduced casualisation in our workforce and provided greater job security and career pathways for staff
- The Faculty is a welcoming and inclusive place for learning, research, and education, attracting a diverse mix of talented staff and students working purposefully with engaged partners for the public good
- Our vibrant student forum comprising students from a broad range of backgrounds and perspectives actively engages in improving curriculum, governance and the student experience

Place

We will harness our buildings and places as a collective canvas and toolkit to demonstrate our commitment to creating sustainable, healthy, and accessible places.



Advancing Melbourne embraces our place in Australia and the world, partnering in the future of Melbourne as a thriving and sustainable global city, ensuring our campuses are liveable green and accessible to the community.

Understanding, designing, and analysing place is integral to built environment disciplines. Our research, teaching, engagement, and partnerships all revolve around place in some way – from the technical to the theoretical, the regulatory to the experimental, the digital to the embodied.

Our geographic location is fundamental to our capacity to facilitate interaction and exchange between global networks, regional priorities, the particulars of our place and our growing understanding of Country. Our physical homes within the University of Melbourne support and catalyse our research, teaching and partnerships and demonstrate our commitment to sustainable, healthy, and accessible environments. Our disciplines are defined by doing, collaborating, and making.

Our Faculty's current home is the Glyn Davis building, at the centre of the Parkville campus. The way we use this facility will evolve with our expansion to the Fishermans Bend campus. The new campus will enable experimentation, pilot testing, prototyping, and experimentation at scale through the Future Factory model. We will expand our research and academic exploration, develop new teaching and learning experiences, and build closer connections with industry through collaborative projects. The entire Faculty will be involved in these activities. We will take a contemporary approach to creating a meaningful, technologically innovative place, and a significant demonstration of the 'living lab.'



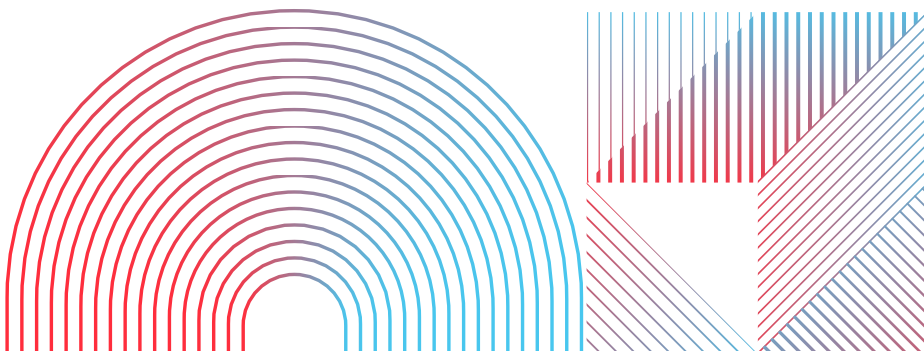
Our priorities

Ensure our places embody and demonstrate our commitment to sustainability and wider campus engagement

- Consolidate the Faculty's Parkville presence over the Glyn Davis and Baldwin Spencer Buildings to create the Faculty's symbolic home and dedicated space for the Australian Urban Research Infrastructure Network (AURIN) and other research groups
- Leverage the University's sustainability tools and targets, develop methods to understand the environmental performance of our existing infrastructure, develop and implement strategies to improve performance
- Cultivate other environments for teaching, learning and engagement beyond the Parkville campus, including partnering with City of Melbourne and RMIT University on the strategic development of Melbourne Innovation District (MID), as well as place-based collaborations across Victoria and beyond

Activate the Fishermans Bend Campus

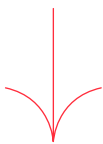
- Actively contribute to and coordinate the Fishermans Bend project as a key stakeholder, to ensure the fulfillment of the University's and Faculty's larger strategic aspirations and goals
- Ensure that the Fishermans Bend campus becomes a shared campus that strengthens the relationship between the Faculty of Engineering and Information Technology (FEIT) and ABP, and encourages collaboration in research, teaching, learning and engagement
- Develop an operating model that will ensure student and staff cohesion across multiple campuses
- Ensure that the Fishermans Bend campus becomes an example of innovative, sustainable campus design and the integration of research through 'living labs' placing us at the forefront of the University's Sustainability Strategy



Outcomes

Develop the Future Factory operating model

- Expand existing research expertise to test the five elements of the Future Factory integrated model. Identify strategic research and industry areas, initiate seed funding and gather industry contributions to enable real-sized, built prototypes
- Increased emphasis on place-based approach to partnerships and projects, for both Education and Discovery, developing and demonstrating new ideas through prototyping linked to Fisherman's Bend and wider campus engagement
- Future Factory benefits have been tested including access to tailored executive education, specialised facilities, and recruitment opportunities



The Future Factory's operating model will bring together a diverse range of industry members connecting infrastructure and resources to ideas, insight and solutions harnessing our student and academic talent and expertise

We will know we have been successful in 2028 when as a result of our strategic actions:

- The Faculty has developed methods to analyse and understand the environmental performance of our existing infrastructure, improving performance to ensure ABP is a leader through action, leveraging our buildings and places to design and demonstrate best practice
- The new Fishermans Bend Campus complements our existing facilities, providing collaborative spaces designed for applied research and learning at scale
- The innovation focus of the new campus has strengthened collaboration between ABP, FEIT and industry, evidenced through increased collaborative research, and teaching and learning
- The Faculty has led the establishment of Living Labs with a focus on innovative sustainability. Initially tested and developed at the Parkville Campus, this will be subsequently deployed on a large scale at Fishermans Bend
- The Future Factory and the Industry Membership model offers value to industry members
- The Faculty embodies a place-based approach to collaborative applied research and training, with activities occurring across numerous places regionally and globally

Finance and impact

The Faculty's local, national, and global impact is underpinned by our financial sustainability and performance. To achieve this, we provide financial leadership, operational oversight and fiscal stewardship and embed effective risk consideration and financial management into our processes.

Maintaining a secure and sustainable financial position enables us to focus on improving student outcomes, diversifying, and growing our revenue streams, and reaching our education, research, and community engagement strategic objectives. Financial sustainability also enables us to prioritise the allocation of resources to support initiatives around our key agendas of climate action, social justice, First Nations, healthy places, and future practice.

The Faculty's financial plan reflects the operational and strategic resourcing required to deliver on *Advancing Melbourne and Designing Futures*. Consideration for financial sustainability and achievement of strategic objectives is fundamental in formulating the financial plan.

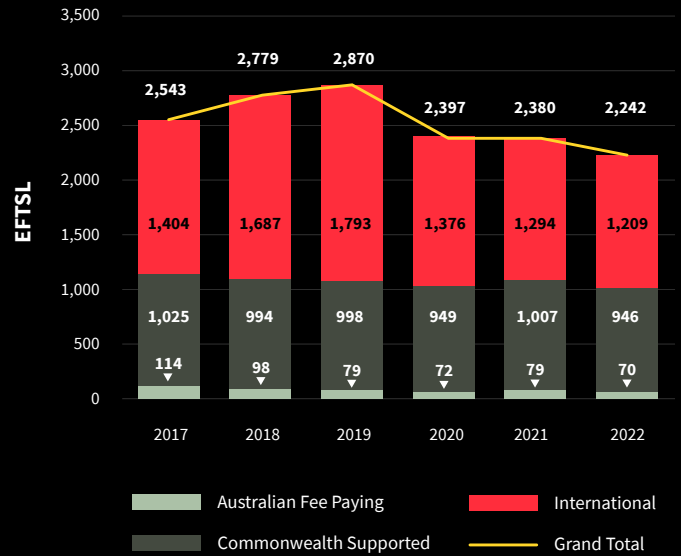


Our student cohort

Our cohort of diverse and talented students come from all corners of Australia and the world. This diversity of voices and perspectives strengthens our impact, as students bring their wide range of backgrounds, disciplines, and interests together to work towards public good. This environment helps us deliver on our priority to shape a welcoming, equitable and inclusive place for research and education. Our immersive, multidisciplinary, and agenda-driven curriculum is crucial to enabling our students to enhance their impact across their many and varied future roles.

Each year, we have more than 250 graduates in architecture, 50 in landscape architecture, 90 in urban planning, 15 in urban design, 55 in property management, 115 in construction management and 20 Research Higher Degree students. Our graduates go on to work across many different areas – be it the built environment professions, government, community organising or research.

Student Load – Teaching EFTSL



2022 Student Enrolment by Country of Citizenship



Top 10

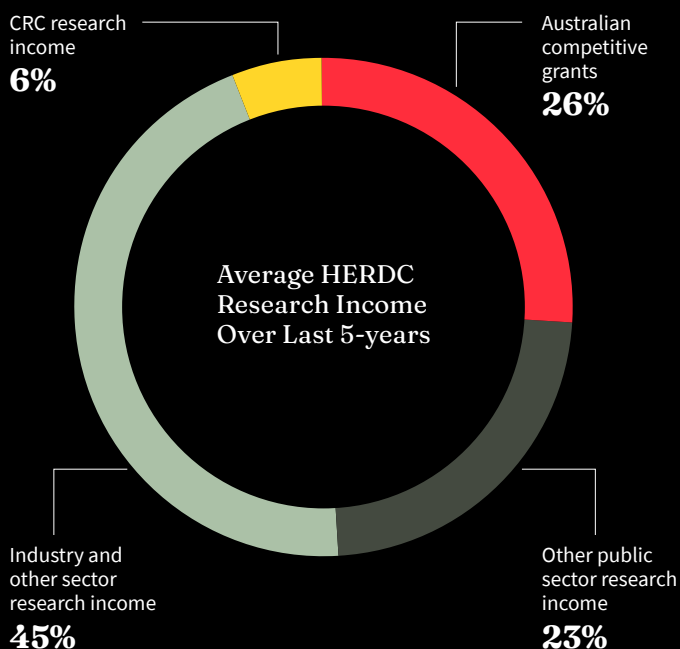
Australia	1,773	Hong Kong (SAR of China)	86
China	1,375	New Zealand	62
India	115	Singapore	46
Indonesia	93	Vietnam	40
Malaysia	93	Taiwan	22

Our research impact

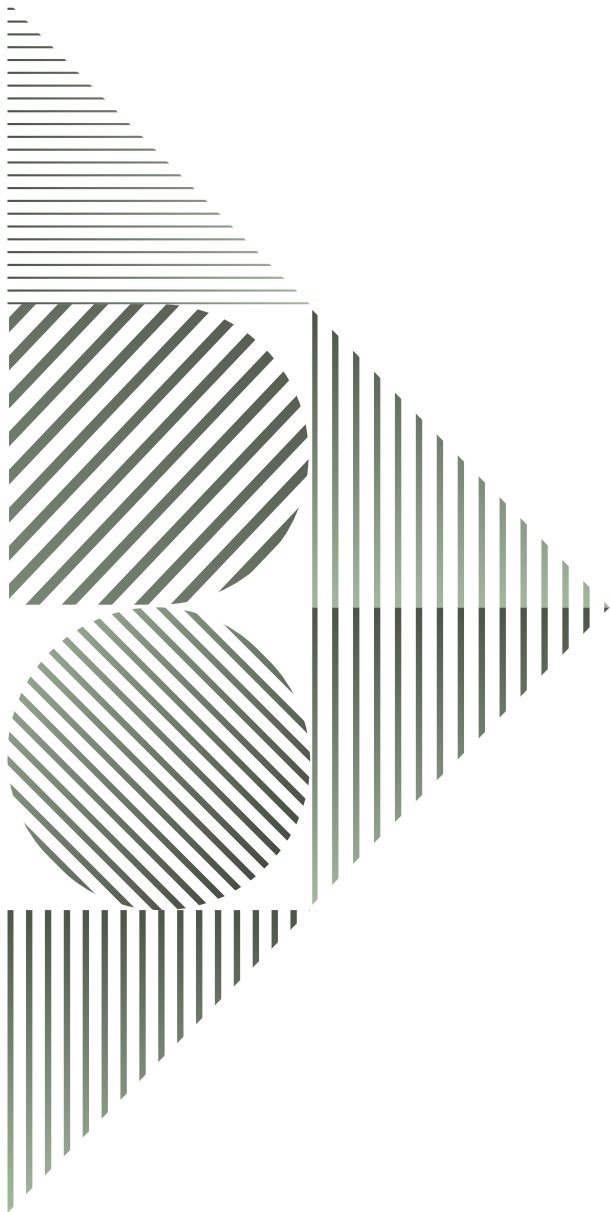
Our researchers work at the forefront of a diverse range of disciplines, contributing to the built environment evidence-base that informs how societies live and interact. We create positive impact via our scholarly and creative outputs, our policy influence through government and other collaborations, our engagement with diverse audiences, our practice-informed approach, and our enterprise and commercialisation activities. Our key future-focused impact agendas include building urban resilience in a changing climate; improving housing affordability, working with Indigenous communities on how to best protect and learn from Country; and more.

Risk

As a Faculty we must balance our mission to increase local and global impact with current and emerging risks. We are prudent about risks to ensure that we continue to deliver operational and educational excellence, ensure financial sustainability, and that we deliver impactful education and research. We currently monitor and manage risks and external environmental factors. To reduce our exposure to these risks, as well as those outlined in the University's risk appetite statement, we use a range of existing and emerging controls and treatments.



Our priorities



1

Continue to improve our operational excellence

- Foster a culture of continuous improvement, transparency, and accountability. Streamline operations to maximise efficiency and ensure high quality professional services
- Foster good governance and integrity
- Enhance financial planning, resource allocation, including workforce planning and effective financial management with expenditure aligned to strategy.

2

Grow and diversify our revenue streams to support our mission to foster an excellent teaching, learning and research environment

- Develop alternative revenue streams such as executive education programs to engage professionals in up-skilling and reskilling
- Promote comprehensive fundraising and alumni engagement efforts to support Faculty strategic priorities.

3

Maintain a secure and sustainable financial position

- Develop a compelling International Student Diversification Strategy to support our mission of building a diverse and inclusive cohort
- Develop new full-fee based masters courses and formats for postgraduate education
- Increase our focus on widening student participation, supported by an endowed scholarship offer.

ABP at a glance (2022)

Rankings



1

Built Environment
(QS Rankings – Domestic)



23

Built Environment
(QS Rankings – Global)

Staff



200

Staff FTE
(Cont/FT)



126

Academic FTE



74

Professional FTE



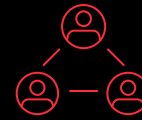
50%/50%

Male and Female
Ratio (All staff)



25

Staff-Student
Ratio (Cont/FT)



18

Staff-Student Ratio
(Cont/FT/Casual)

Students



2,225

Student EFTSL
(Teaching)



3,999

Headcount
(Admin)



49%

Undergraduate



45%

Postgraduate



4%

Higher Degree
Research



54%

International
Students



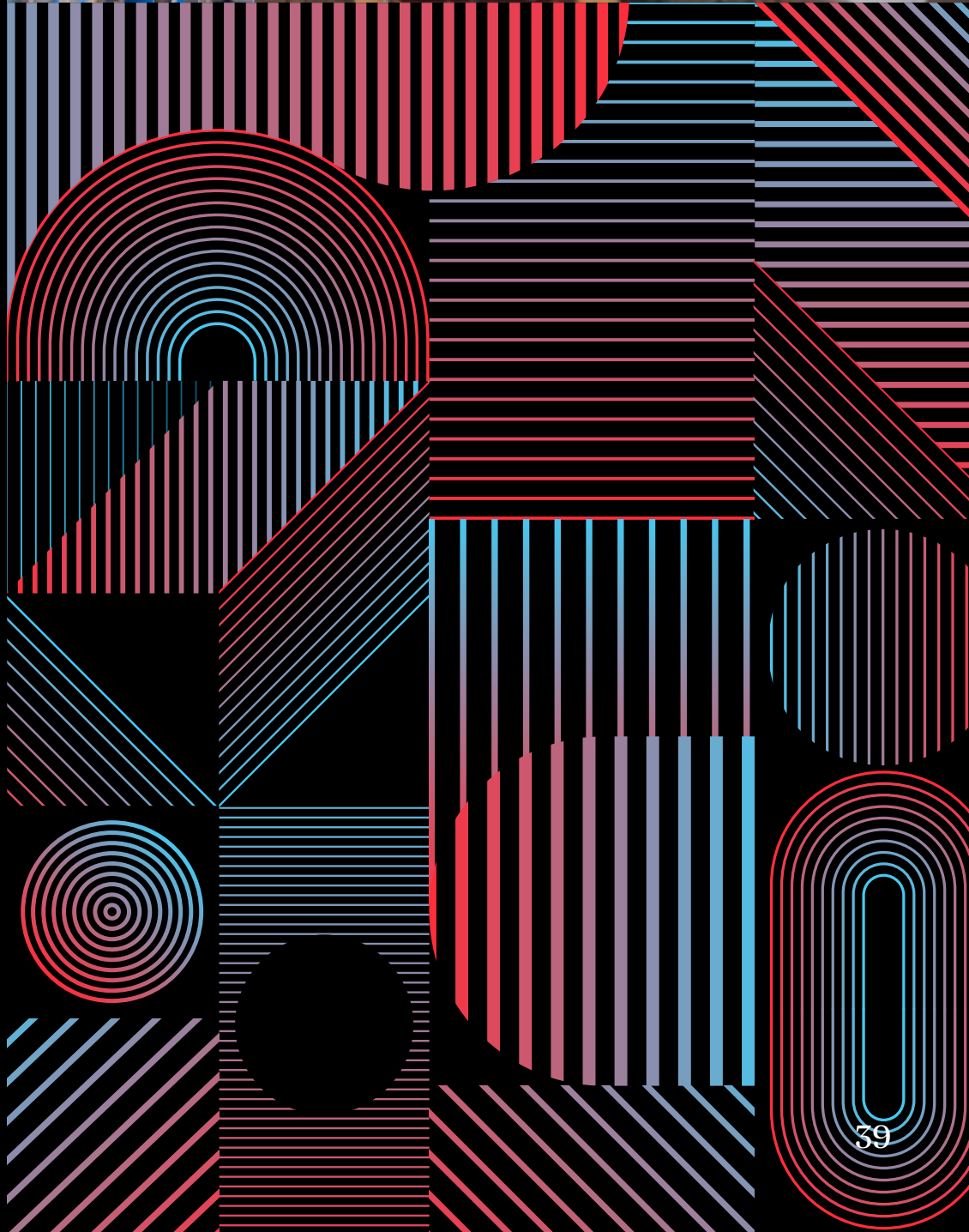
73

Student
Nationalities



42%/58%

Male and Female



For more information, contact:

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Faculty of
Architecture,
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