

OFFICIAL



Australian Government

**Department of Education,
Skills and Employment**

2021-2023 MISSION BASED COMPACT BETWEEN THE COMMONWEALTH OF AUSTRALIA AND [BOND UNIVERSITY]

PURPOSE

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

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

MISSION

As Australia's first private non-profit university, Bond University seeks to be recognised internationally as a leading independent university, imbued with a spirit to innovate, a commitment to influence and a dedication to inspire tomorrow's professionals who share a personalised and transformational student experience.

The [Bond University Strategic Plan 2018-2022](#) sets out the values, priorities and ethos that makes Bond distinctive within the Australian sector. As a response to the COVID-19 pandemic, the Vice-Chancellor established an Innovation Task Force (ITF) in early 2020 with a mandate for creativity, positivity and ideation. The ITF's focus is on mitigating key challenges and risks, and identifying opportunities that take advantage of Bond's distinctive characteristics.

Bond University's focus areas for the 2021-2023 period, determined through the work of the ITF, include:

1. Maintaining teaching excellence through agile, adaptive, and contemporary pedagogical design and delivery – to be measured by internal teaching evaluation outcomes.
2. Developing mutually beneficial partnerships that are actively engaged with the University – to be measured by increased financial and non-financial support from non-tuition income sources.
3. Infusing Bond's distinctive characteristics of personal development and transformational experience alongside and outside of the curriculum – to be measured by the Student Experience Survey (SES) overall experience outcomes.

Considerable progress has been made, with many short-term projects already implemented, and additional ideas and strategies with a longer-term focus in the development phase.

OFFICIAL

FREEDOM OF SPEECH AND ACADEMIC FREEDOM

Bond University places a high premium on academic freedom, recognising that universities are places for critical thinking, debate, and challenging ideas, and places that protect free speech, even when what is being said may be unpopular or challenging. Accordingly, Bond University has worked proactively with our staff and student representative bodies to review the alignment of our policies and practices with the Model Code on Freedom of Speech and Academic Freedom.

The Review of the Adoption of the Model Code on Freedom of Speech and Academic Freedom (the Walker Review) found that Bond was mostly aligned with the Model Code. Bond has since amended its policies and procedures to strengthen that alignment; including by making clear that new policies and agreements entered into by the University must align with current policy and practice regarding the Freedom of Speech and Academic Freedom, and extending relevant obligations to student bodies.

The Walker Review recognises Bond's standing as a private institution and private landowner. The Review notes our view that one of the principles within the Model Code, which relates to right of access to the University campus, implies unfettered access to the campus, which is a broader issue. Bond University has always asserted its rights as a private landholder and regards controlled access to its land to be fundamental. This is the only matter where it might appear to be a divergence between Bond's position and that of the Model Code.

That position notwithstanding, we have made an unequivocal commitment within our policy to support the right of invited visitors at the University to search for truth and to hold and express diverse opinions in a respectful manner.

Link to Bond's [Freedom of Speech and Academic Freedom Policy - COR 1.12](#)

IMPROVING TEACHING AND LEARNING OUTCOMES FOR AUSTRALIAN STUDENTS

Teaching and Learning

The University's high expectations for teaching quality are supported by development opportunities, resources and monitored performance metrics for academic staff to ensure that high standards are maintained. The Bond Teaching Quality Standards policy provides a mechanism for recognising teaching excellence and for identifying opportunities to focus academic skills development and support. The University's Office of Learning and Teaching supports all academics to improve continuously and deliver outstanding contributions to student learning.

Bond's [Learning and Teaching Strategic Plan 2018-2022](#) details eight learning and teaching strategies. Bond University's focus areas for the 2021-2023 period include:

1. Maintaining excellence in delivery of student experiences – as measured by the Student Experience Survey – Overall Experience
2. Continuing to improve the graduate employment outcomes of undergraduate students – as measured by employment of graduates in their first full time position.
3. Further developing our learning analytics capability – as measured by improvements in the Student Experience Survey student support and teaching measures.

Engaging with Industry

Bond provides students with an array of interdisciplinary and industry based educational opportunities and extra curricula experiences that enable them to generate a portfolio of soft skills, work ready capabilities and established industry networks. Our team of Employment Services Specialists and Business Development Specialists in Bond's Career Development Centre serve as the vital link between students and our industry partners to manage internships and placements that offer quality practical experience and potential career contacts with leading Australian and international employers.

In July 2021 Bond appointed leading entrepreneur Mr Stuart Giles as inaugural Founder in Residence for the [Transformer program](#). The Bond Transformer is an Australian-first entrepreneurship program offered as a fee-free, extracurricular option to undergraduate and postgraduate students from all disciplines.

Admissions

Admissions criteria, student and ATAR profiles, and course-specific information relating to admission to Bond University's programs are provided on the future students website: <https://bond.edu.au/future-students/study-bond/how-apply/undergraduate-admissions-criteria>

Retention

Bond's retention rate for 2018 commencing bachelor students (latest data available) is 90.0% compared to the sector average of 81.7% and we are ranked 6th nationally. Bond University has a Student Retention Statement developed around the student lifecycle which details the University's approach to managing student retention including but not limited to:

- Opening Pathways to entry via the Bond University College;
- Developing academic programs that allow for nested entry and exit options, including the recognition of prior learning and work experiences;
- Providing information to prospective student including career advice to assist students in making the right choices;
- Focusing on the first two semesters of study, in order to create the foundation of success for students;
- Advanced use of data analytics to actively improve services, advice and interventions;
- Providing personalised learning support services for every student

Student and Staff Mental Health

Ongoing appointment of Faculty Associate Deans for Students Affairs and Service Quality (SASQs) and SASQ support teams provide confidential, personalised support services to ensure students feel safe and listened to. The SASQ team provide a key point of contact to students as they navigate the complexities of enrolment, progression, examination and graduating during their time at Bond.

OFFICIAL

In 2021, Bond appointed a Director of Student Success and Wellbeing. The Student Wellbeing and Advisory Committee reports to the University Management Committee through the University Registrar's Office. Link to [Student Wellbeing and Safety Policy](#)

The Student and Staff Medical Clinic is a facility provided for enrolled students and staff members of Bond University. The clinic is staffed by medical professionals of both genders who are able to assist with a range of health issues or who refer staff and students to a specialist if required. Furthermore, the Clinic has Counsellors that are accessible to all staff and students. See [Psychological services for staff and students | Bond University](#)

Labour Market Outcomes

Bond University has positioned itself as a national leader in graduate employability. The 2020 Graduate outcome Survey Longitudinal (GOS-L) results indicate that Bond is one of Queensland's top institutions for employability. 92.3% of Bond undergraduates are in full-time employment three years after graduation, above the sector average of 90.3%.

Return to Campus

Bond has been conducting face to face teaching on campus since September 2020 in all programs, for all students able to attend. Bond's Return to Campus Roadmap followed Queensland Roadmap to easing COVID-19 Restrictions and Federal and State Government overriding restrictions.

RESEARCH OPPORTUNITIES AND PARTNERSHIPS IN THE NATIONAL INTEREST

[Bond University's Research Plan](#) sets out our vision and strategy that positions high quality and focused research as a core element of the University's business. The Plan sets bold measures of research success, for the University and its students, that reflect the critical function of the University in society as an institution for discovery, scholarship, knowledge translation and invention. Bond University's focus areas for the 2021-2023 period include:

1. Building research capacity across key disciplines of the University - measured by ERA outcomes.
2. Supporting a research training environment focused on developing job-ready graduates - measured by the increased number of HDR students with an industry based experience and improved employment rates for HDR graduates.
3. Deliver impactful innovation through impactful collaborative projects with industry, business, government and the community - measured by increase income from these sources.

Bond has developed its research profile and productivity over a relatively short time frame and continues to focus on capacity building investments and strategies to facilitate research impact. Engagement with Industry is an important element of our Research Plan and the University monitors key measures such as income growth from industry, the number of industry contracts and encourages industry placements for research staff and students.

The University promotes best practice in terms of research integrity, data management, and open access to research publications and data.

Bond's Research Strategic Plan also highlights our general principle of strategically supporting niche centres of research excellence. This allows us to respond to, and support, our Centres through their different lifecycle stages. For some Research Centres at Bond, commercialisation of their research is in the nascent stage. Whilst others such as the Institute of Evidence Based Practice and the Clem Jones Centre for Regenerative Medicine, research commercialisation is a clear and immediate objective.

Research opportunities and partnerships in the national interest:

Bond University's research activity is focused on key areas that have significant opportunity for knowledge translation and invention. Our strategy to 'deliver impactful innovation through collaborative engagement in research projects with industry, business, government and the community' guide our activity. Our Institute of Evidence Based Health Care is undertaking research that focuses on addressing the big, neglected problems in healthcare and assists health systems to provide appropriate care that is patient-centred and where the benefits and harms are weighed up, informed by evidence, and enables patients to make evidence-informed health decisions that are congruent with their values and preference. Further materials on the institute and the work on knowledge translation are found at

<https://bond.edu.au/files/5081/IEBH%202019%20Research%20Highlights.pdf>

Foreign Interference

A comprehensive assessment against the Guidelines to Counter Foreign Interference in the Australian University sector was undertaken in 2020, and an action plan is currently being implemented to address the immediate risk areas.

Bond has a risk-based approach to cyber security and our strategies consist of a suite of security frameworks and documents drawing on existing frameworks such as ACSC Essential 8, NIST, ISO27001 and ISO27002. Our strategies are shared across the sector through CAUDIT and QUDIT, AusCERT, ACSC, and AHECS. Bond's cyber strategies encompass aspects of security culture, governance, supply chain, technical controls and data governance with metrics regularly tracked to monitor the progress and effectiveness of our cyber security strategy.

IMPROVING STUDENT EQUALITY AND OUTCOMES

Bond University is committed to the principles of gender equality, equity, diversity and indigenous participation in education, employment, and research. Details of our commitment is provided at the following website: <https://bond.edu.au/about-bond/university/introducing-bond/gedi>

Students from Under-represented Backgrounds

Bond University is committed to supporting a diverse student population and providing opportunities for students, regardless of their background. We recognise the responsibility that universities carry for supporting students' personal and professional aspirations through higher education, regardless of their socio-economic status or community affiliations. Our intensive and personalised approach is well matched to the challenges often faced by students from equity groups or disadvantaged backgrounds.

OFFICIAL

Aboriginal and Torres Strait Islanders student access

In 2020, Bond committed 7% of tuition revenue towards merit-based student scholarships, including targeted scholarships for Indigenous students. The Bond Nyombil Indigenous Centre provides holistic support to our Indigenous students with a strong focus on providing a culturally safe learning environment where our Aboriginal and Torres Strait Islander students can thrive academically and develop their employability skills. Bond's Indigenous student population has grown to represent 2.5% of our domestic student population, 53% of whom are supported by Bond scholarships (2020 data). The success rate achieved by our Indigenous students is, at 91%, well above the sector average of 74%. (2019 data).

Bond University's Indigenous Education and Workforce Strategy and Bond University Reflect Reconciliation Action Plan are available from the Nyombil Indigenous Support Centre website: <https://bond.edu.au/current-students/services-support/student-support/indigenous-students>.

Students with Disability

Bond provides a range of disability support services that ensure compliance with the relevant disability legislative requirements. However, unlike public universities, Bond does not receive Commonwealth funding to provide disability support.

Bond University, a private, not-for-profit institution with small classes and an individual approach to learning, has a long and proud history of supporting students with a disability.

<https://bond.edu.au/current-students/services-support/services/disability>

OFFICIAL

SIGNED for and on behalf of
THE COMMONWEALTH OF AUSTRALIA

In the presence of:

by

Dom English

Ryan Kinder

Full name (please print)

Witness (please print)

First Assistant Secretary

A/g Director

Position

Position or profession of witness (please print)

of the Department of Education, Skills and
Employment as delegate of the Minister for
Education and Youth

Signature

Signature

28/12/2021

Date

SIGNED for and on behalf of
BOND UNIVERSITY

In the presence of:

by

TIMOTHY BRAILSFORD

KEN RICHARDSON

Full name (please print)

Witness (please print)

VICE CHANCELLOR

VP (OPERATIONS)

Position

Position or profession of witness (please print)

Signature

Signature