



Australian Government

Department of Education

**2019 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 2018-22 sets out the values, priorities and ethos that makes Bond distinctive within the Australian sector, describes the changing and challenging context within which we operate, and identifies our priorities and key actions for the coming period. The document is available from The Bond Mission & Strategic Plan website: <https://bond.edu.au/about-bond/university/introducing-bond/bond-mission-strategic-plan>.

Bond University has a deep and abiding commitment to the principles of free expression and the expectation of unhindered intellectual inquiry. This commitment is supported by a robust policy framework that sets out the rights and responsibilities of staff, students and visitors in this regard. Our policy (<https://bond.edu.au/files/3679/COR112.pdf>) has recently been reviewed in consultation with our academic staff and with consideration given to the French Review recommendations.

At its October 2019 meeting, Council reviewed the Code in detail and mapped its various provisions against the University's Policy on Freedom of Speech and Academic Freedom. Council also reviewed the Policy, noting that it had most recently been reviewed internally earlier in 2019, as part of the regular, periodic review of policies.

Overall, Council noted that, broadly speaking, the Policy was aligned with the Code. As a private institution and private landowner, the University maintains control over who is able to gain access to its land. The University is the owner of the land on which it is built. Council noted that within the Code, some of the principles that relate to the right of access might imply unfettered access and are inconsistent with the rights of private ownership. The University has formulated its position on freedom of speech and academic freedom as policy consistent with its general framework, rather than as a regulation as suggested by the Code. Policy at Bond University is binding.

Under the University's policy, members of staff have the right to comment publicly on matters that fall within their area of academic expertise. Where staff are commenting on topics outside their area of professional expertise, they should not link their comments to their association with the University.

Council considered that the University's Policy has been drafted to complement the operational needs of the University community. The University Policy provides the best outcome for students, staff and the wider University community.

TEACHING AND LEARNING

Bond University's learning and teaching priorities revolve around the delivery of a transformational student learning experience. The University has embraced a deeply embedded culture of teaching excellence, innovative teaching methods and curricula, high quality learning environments, embedded

graduate employability skills, a focus on innovation and entrepreneurialism, and a personalised learning experience for students.

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.

Our *Learning and Teaching Strategic Plan 2018–2022* is available from the Bond Learning & Teaching website: <https://bond.edu.au/about-bond/academia/learning-teaching>.

UNIVERSITY ADMISSIONS TRANSPARENCY

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-at-bond>.

Bond University has a number of strategies in place to ensure that students entering on the basis of qualifications other than ATAR are objectively assessed and provided every opportunity to succeed. All prospective students must qualify for entry through a variety of mechanisms that are assessed by administrative and academic processes. The level of prior study and work experience will determine the eligibility for the level of program entry (i.e. foundation, diploma, or bachelor).

Applicants may be required to undertake a [Bond University College Preparation Program](#) or diploma program to satisfy the entry requirements for a bachelor program. Alternatively, other entry options include:

- The [Special Tertiary Admissions Test \(STAT\)](#) which is intended for applicants without other university entrance qualifications and is administered by QTAC. The STAT score will be converted to an equivalent university entry score and used in the assessment of an application.
- Professional or para-professional qualifications and experience will be considered on a case by case basis.
- Applicants may apply on the basis of employment experience and will be considered on a case by case basis.

The University supports each student to achieve their potential through early identification of academic issues that have the potential to adversely affect their educational achievement. This is accomplished by a variety of methods employed by our Faculty-based Student Affairs & Service Quality academic and administrative staff who monitor student engagement with online subject sites, and through the CORE curriculum, which all undergraduate students undertake in their first three semesters and enables early detection of academic issues.

UNIVERSITY RETENTION STRATEGIES

Bond's retention rate for 2016 commencing bachelor students (latest data available) is 90.5% compared to sector average of 81.6%, and we are ranked number four nationally. Bond University has a *Student Retention Statement* developed around the student lifecycle which details the University's approach to managing student retention. The Statement covers Bond Universities approach summarised below:

- 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;

- Advancing the use of data analytics to actively improved services, advice and interventions;
- Providing personalised learning support services for every student;
- Activating support services that focus on physical and mental wellbeing of students;
- Analysing student feedback collectively and working in partnership with students to improve education and community experiences;
- Enabling the success of students from diverse backgrounds through targeted services;
- Providing 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 networks;
- Following up with students that exit without completion to support a successful outcome;
- Improving the physical and technology environment to support student engagement with academic and extra curricula activity;
- Supporting students through their transition from study to employment;
- Offering opportunities for further learning to alumni.

RESEARCH AND RESEARCH TRAINING AND INNOVATION

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. It recognises that Bond has quickly 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 2018-2022* is available from the Research Strategy & Reports website: <https://bond.edu.au/researchers/research-bond/research-governance/research-strategy-reports>.

EQUITY

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. In 2019, Bond committed 6% of tuition revenue towards merit-based student scholarships, including targeted scholarships for Indigenous students.

The Bond Nyombil Indigenous Centre provides academic and cultural support assisting Indigenous students with the unique challenges they may face in moving from remote communities to undertake university study. Bond's Indigenous student population has grown to represent 2.4% of our domestic student population, 46% of whom are supported by Bond scholarships (2019 data). The success rate achieved by our Indigenous students is, at 83%, well above the sector average of 74%. (2017 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>.

Bond University regularly supports the community through programs and events such as:

- [Bond Business Leaders forums and Business Links](#), [Law Twilight Seminar Series](#), [Sustainability of Healthcare Awards and Colloquium](#), [Bond University Women's Network](#), [Pitch@Palace](#), [Live at Bond](#), [Corrigan Walk Art Tour](#), and the [Interactive 'Living Laboratory'](#) where students and the community can learn more about the future of development.

- The Bond Business Accelerator program is a 12-week bootcamp where business ideas are researched, developed and commercialised into a ready-to-launch enterprise. The BBA is open to all students, alumni, working professionals and small business operators.

Bond University promotes and provides pre-enrolment experiences to increase aspirations and provide advice to school students on study options:

- Student for a Semester
- Student Experience Days / Headstart Day
- Bond Business School Year 12 Extension Program / Ideas Camp
- Bond University High School Model United Nations Conference
- Bond University Film & Television Awards (BUFTA)
- National High School Mooting Competition
- Test Drive a Class (UG) / Postgraduate Test Drive.

LABOUR MARKET OUTCOMES

Bond University has positioned itself as a national leader in graduate employability. The 2019 Graduate outcome Survey Longitudinal (GOS-L) results indicate that Bond is one of Queensland's top institutions for employability:

- 95.1% of Bond graduates are in employment three years after graduation placing Bond in the top 5 universities in Australia and second in Queensland
- 91.3% of Bond graduates are in full-time employment, above the sector average of 90.3% and Queensland average of 90.2%

Our Bond University CORE curriculum and innovative curriculum have been developed to support the knowledge, skills and attributes that translate into career success. In addition to discipline specific competencies, the Bond University Graduate Attributes of capable individual, effective collaborator and global citizen are embedded in all programs and are strong determinants of graduate employability. Our *Beyond Bond: Professional Development & Community Engagement* component of the University CORE curriculum and our 'Transformer' program are unique employability focused innovations.

Award programs include work-integrated learning opportunities such as an internship or work experience, a study tour, a capstone project, mentoring from alumni and industry experts.

Bond's Career Development Centre's (CDC) qualified team provide a full suite of career guidance services. The CDC assist students to define their career path throughout the student life-cycle.

More broadly, the approval procedure for new programs at Bond University includes a Business Case approval step which requires a detailed demand and competitor analysis locally, nationally and internationally to ensure alignment with labour market needs and priorities.

SECURITY MEASURES

Bond has a comprehensive cyber-security strategy in place that includes a suite of measures designed to improve Bond's cyber-security approach, including:

- Conducting Cyber-security awareness activities:
 - Simulated phishing campaigns, whereby the University sends phishing emails to its own staff. Staff who are 'caught' through this campaign are taken through training and awareness activities.
 - Data breach procedures awareness sessions.
- Data Breach Response Plan

- Bond has a comprehensive data breach response plan that sets out procedures and clear lines of authority for Bond University staff in the event that the university experiences a data breach or suspects that a data breach may have occurred.
- Robust Security Systems and Policies
 - Regular penetration testing done annually to identify vulnerabilities including access control and security posture.
 - Ongoing monitoring of systems to identify vulnerabilities and unauthorised access
 - A threat intelligence platform aggregates system logs and correlates events from disparate systems, comparing them against known cyber-attacks to provide automated alerts and dashboards.
 - Staff and Student Acceptable use of ICT Facilities policies in place.
- Implementing multi-factor authentication:
 - All staff are required to use a phone app or authentication token to verify their logins when accessing Bond systems from outside of the Bond network.
 - Opt-in multi-factor authentication service for students.
- Email security:
 - Domain-based message authentication, which involves registering Bond's networks so that third parties can more readily validate emails that appear to come from a Bond domain.
 - Advanced phishing protection sensor uses advance machine learning techniques, real time behaviour analytics, and relationship modelling.
- Identity and access management systems and processes.
- Mitigating risks such as malicious insiders stealing data or intellectual property, the Staff and Student Acceptable Use of ICT Facilities policies include clauses that enable appropriate monitoring to be carried out by the University, including but not limited to:
 - accessing University staff accounts or emails;
 - accessing files;
 - accessing work computers and/or other hardware, including activity logs;
 - recording wired and wireless internet usage, including device type and location; and
 - accessing telephone usage logs.

Additionally, as a member of CAUDIT, Bond University partners with AusCERT and AARNet and is participating through cross-sector collaboration in an initiative known as the Australasian Higher Education Cybersecurity Service (AHECS). This initiative is aimed at proactively helping universities safeguard their intellectual property and reputation of by providing fit for purpose services and proactively supporting the adoption of practices designed to mitigate risk and counter ever-increasing cybersecurity threats. The AHECS cybersecurity framework maps both existing and proposed services across 4 key focus areas – engagement, advocacy and advisory, support and operations, and training and is mapped to the NIST framework. Bond also participates in a healthy Cybersecurity Community of Practice supported by CAUDIT. This provides a means of sharing good practice in a confidential, trusted environment.

AHECS also provides a number of services including fast access to appropriate services, negotiated pre-breach, along with good practice guides, templates and talent pool available to assist in the mitigation strategies and a community of practice across the sector with expertise in cybersecurity.

CYBER SECURITY MITIGATION

Bond University has a detailed Cyber Security Mitigation strategy matrix that is aligned to the Australian Signals Directorate based on the Australian Cyber Security Centre guidance.

This internal matrix tracks Bond's strategies and progress against each item to (a) prevent malware delivery & execution ; (b) limit the extent of any cyber security incident; (c) detect & respond to cyber security incidents; (d) recover data and ensure systems availability; and (e) prevent malicious insider attacks.

Through Bond's membership in CAUDIT and our collaboration as part of the Australasian Higher Education Cybersecurity Service (AHECS) Working Group, we are reviewing the new Guidelines to

counter foreign interference in the Australian University sector closely to see how they will impact upon the services that AHECS will provide. This in turn feeds into the detailed project submissions to AustCyber to deepen our resilience against foreign interference in the university sector and build on risk management policies and security practices already in place.

FOREIGN INTERFERENCE

The University's position on Defence Control, industry engagement, contract management is managed by various senior officers and policies, including:

- The University has in place a Defence Export Control Policy (TLR 8.06) which outlines Bond University's duty of care in aligning with the Defence Trade Controls Act 2012 which puts in place control measures to regulate the export from Australia to overseas locations of certain defence and strategic tools and technology.
- Due diligence undertaken on MOUs and contracts take into account potential foreign interference and reputational risks (Institutional Partnerships Policy - COR 4.05):
- The Staff Consultancy Policy (TLR 7.01) and the staff Code of Conduct Policy (HRP 3.05) both include a clause regarding conflict of interest. The Code of Conduct Policy also includes a clause relating declaring all board memberships or directorships.

More broadly, the Bond University Council is responsible for risk management which incorporates corporate and operational level risks. The Bond University Risk Management Framework (Risk Management Policy – COR 1.03) includes an approach to identify and manage risks including compliance.

The Vice President Operations is the Compliance Officer (Compliance Policy – COR 1.09) for the University and is responsible for maintaining the Register of Legal and Statutory Compliance Obligations including Autonomous Sanctions Act 2011, the Autonomous Sanctions Regulations 2011 and the Defence Trade Controls Act 2012.

SIGNED for and on behalf of

In the presence of:

THE COMMONWEALTH OF AUSTRALIA

by

DOM ENGLISH

MICHELE TAN

Full name (please print)

Witness (please print)

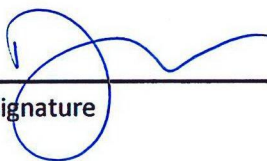
FIRST ASSISTANT SECRETARY, HIGHER
EDUCATION

DIRECTOR, FUNDING POLICY AND PAYMENTS

Position

Position or profession of witness (please print)

of the Department of Education as delegate of
the Minister for Education.


Signature


Signature

17 February 2020
Date

SIGNED for and on behalf of

In the presence of:

UNIVERSITY

Professor Tim Brailsford

Ms Kelly McDonald

Full name (please print)


Witness (please print)


Vice-Chancellor & President

Senior Executive Assistant

Position

Position or profession of witness (please print)


Signature


Signature