Australian Government

Department of Education

2019 Mission Based Compact
Between the Commonwealth of Australia and Monash 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 (MBC) with the Commonwealth for a period that includes that year.

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

MISSION

Monash University's MBC details our commitment to delivering on the strategic goals and aspirations from *Focus Monash 2015-2020* and subsidiary plans. We have also provided an overview of how progress will be monitored and the Key Performance Indicators (KPIs) we aspire to achieve in 2020, where relevant.

At the heart of the University's strategy is a commitment to excellence measured by the highest international standards, as per the University's mission:

> *'Through excellent research and education, Monash will discover, teach and collaborate with partners to meet the challenges of the age in service of national and international communities.'*

To deliver on the University Mission, the goals of Monash are to be:

- **Excellent:** To undertake research and education of the highest international quality that addresses the great challenges of the age.
- **International:** To build the strength, networks and scale of our international research and education across campuses and faculties to ensure they respond to the issues and opportunities of our region and the world.
- **Enterprising:** To build enduring partnerships with industry, government and other organisations that will enrich our ability to innovate, to infuse our students and staff with enterprising capabilities and provide opportunities to apply our research to make a significant impact for the betterment of our communities.
- **Inclusive:** To seek talented students and staff, irrespective of social or economic circumstances and build a connected community of students and staff in a diverse University that is deeply engaged with the wider community.

Monash can best serve the interests of its stakeholders by:

- Maintaining and strengthening the strategies that have proven effective in enhancing research performance.
- Working to ensure our curricula is highly relevant and transforming our pedagogy to reflect the best available thinking, incorporating appropriate technology.
- Building on international partnerships and offshore campuses into a global research network.
- Ensuring our students graduate with an international outlook and capabilities that reflect the international character of the University and prepare them for a globalised world.
- Building deep partnerships with organisations that have the national and international reach necessary to address major challenges and have impact across regions and populations.
- Engaging deeply with government, industry and alumni to ensure that the skills Monash students learn prepare them for a successful and varied career.

- Developing and employing a highly targeted admissions program including pathways, transition approaches, and quotas and scholarships for students from disadvantaged backgrounds to increase access and success.
- Supporting a superb experience for students and staff that enhances cohesion in a diverse community.
- Fostering mutually beneficial relationships with alumni by building a global alumni network that leverages their expertise, perspectives and connections.
- Drawing the wider community into dialogue with us by expanding our proactive contribution to public discourse.

To ensure that each campus is well placed to support Monash in achieving its vision for excellence, Focus Monash 2015-2020 also calls for sustainability in the on-going development of our four Australian campuses. The Monash Net Zero Initiative sets a goal for the University to achieve net zero carbon emissions from our Australian campuses by 2030. A number of Net Zero initiatives are planned for 2020 to lay the foundations to achieve the 2030 goal.

Monash has made rapid progress in the international academic arena to secure a position as one of the world's foremost globalised research-intensive universities. As illustrated by the University's mission to have an international focus and supported by the *International Plan 2015-2020*, these activities will continue to form part of our priorities in 2020. Namely:
- To build on the University's international 'networks of excellence' with leading educational, research and industrial innovators to enhance the University's capacity to impact global challenges.
- To engage and leverage Monash's global alumni, government and industrial network to build new opportunities for students and staff.
- To continue to leverage Monash's network of international campuses and alliances to ensure integrated offering of education and research opportunities to students, researchers and external stakeholders, post-graduate flow of programs and enable more students to move around the network.

The University has implemented a range of measures to ensure appropriate governance to ensure the goals in Focus Monash and subsidiary plans are effectively implemented. These include:
- **Major Initiatives Implementation and Oversight (MIIO):** The Committee advises the Vice-Chancellor on the implementation of the University's strategy, performance against the strategic and operational plans, evaluations of academic and business opportunities (proposed and post-implementation), the use of resources and the University's key risks.
- **Subsidiary Plans:** The goals of Focus Monash are implemented by a number of subsidiary plans including the annual Implementation Plan, the research and education Agendas (further detail is provided in the relevant sections below) and operational plans.
- **Key Performance Indicators (KPIs):** The University reviews its KPIs annually to assess progress in achieving its goals and identify areas of strength as well as opportunities for improvement. The faculty planning process also facilitates an annual review of faculty contribution to the implementation of the University's strategic and subsidiary plans.

Monash University has thoroughly reviewed and amended its policy suite and can demonstrate coverage of and broad alignment with the Model Code's principles. Monash University is assured that the principles of the Code are reflected in policies that cover matters of freedom of speech and academic freedom.

TEACHING AND LEARNING

As described above, Excellent Education is one of the key University goals under *Focus Monash 2015-2020*. This includes ensuring Monash supports innovation in curriculum and pedagogy, a focus on student outcomes, greater student mobility, the direct engagement of students with industry, community and government partners (via projects and internships), and approaches to increase student access and success.

Our Excellent Education priorities are implemented through Monash's Education Agenda – *Focus Education, 2018-2020*. At the centre of this Agenda is a commitment to an outstanding student experience supported by five themes:

- **Future-focused education:** Integrating disciplinary excellence, interdisciplinary engagement and practical skills, with a focus on drawing on the input of industry, alumni and academics to ensure that our course profile and curriculum are attuned to the industries and professions of the future.
- **Enabling social mobility and inclusion:** Supporting talented students, irrespective of their backgrounds.
- **Upholding Indigenous knowledges and peoples:** Creating an inclusive and engaged environment that supports the success of Australian Aboriginal and Torres Strait Islander students, staff and communities.
- **Incorporating rich experiences:** Developing a suite of rich signature experiences for all students enabled by the network of intranational campuses, work integrated learning (WIL) and professional linkages Monash is able to offer.
- **Flexible and innovative learning and teaching:** Striving to develop highly knowledgeable, well-skilled, flexible and globally-engaged students through the provision of excellent and relevant learning and teaching, characterised by discovery, creativity and opportunity, enabled by excellent educators and the best in technology and learning spaces.

UNIVERSITY ADMISSIONS TRANSPARENCY

All Monash courses have minimum academic entry requirements which all applicants must meet. Individual course requirements can be found in both Monash Find A Course and Victorian Tertiary Admissions Centre (VTAC) CourseSearch.

Applicants with higher education study

To be considered on the basis of tertiary study alone, applicants who have completed VCE or equivalent are required to complete the equivalent of one year of a recognised university degree. For applicants who have completed less than the equivalent of one year of study, both the senior secondary qualification results and the units completed will be considered. For applicants who do not have any formal qualifications, completion of two single units at an Australian higher education or equivalent overseas educational institution satisfy minimum entry requirements, but more units in the areas of study related to the course in which admission is being sought are recommended to be competitive for selection. Some courses may list extra requirements. These are course specific and may be applicable to Year 12, Non-Year 12 or all applicants.

Applicants with vocational education study

Satisfactory completion of an advanced certificate (Certificate IV or above) or diploma meets minimum requirements for some Monash undergraduate courses. Scored or graded results are required. Students admitted without an ATAR are required to meet all course prerequisites with equivalent studies and satisfy all extra requirements, as well as achieving a comparable level of overall academic performance. As part of the University's governance framework a specific university committee, Coursework Admissions Standards Sub-Committee (CASSC), monitors and reviews the academic performance and progress rates of applicants from all admissions pathways and recommends adjustments to entrance levels where data indicate they are warranted. Recommended amendments are reviewed and approved by the Coursework Admissions and Programs Committee (CAPC). All applicants, irrespective of pathway have access to the full suite of Monash student support services.

UNIVERSITY RETENTION STRATEGIES

Monash views the success of an institution and its students as inseparable and is committed to promoting and sustaining high levels of student retention, success and completion. To this end, retention is included as a key indicator of our success within the University-wide KPI framework, and significant investment has been made in programs that support students in their studies.

Monash has recently launched the University's inaugural *Student Retention Strategy* in response to the Higher Education Standards Panel's (HESP) 2018 report – *Improving retention, completion and success in higher education*. The document sets out a whole-of institution commitment to, and shared responsibility for, retention, inclusion, partnerships, and fostering a sense of belonging among students. The *Student Retention Strategy* presents our aspiration to become a model of excellence in retention and to be recognised for the development, implementation, delivery and assessment of innovative programs and services that enhance student access and success, particularly for at-risk students.

The *Student Retention Strategy* comprises three priority areas for further action:

1. Better utilisation of data and predictive analytics to allow for timely and relevant interventions;

2. Strengthening students' sense of belonging, starting at orientation and continuing throughout their learning journey; and

3. Better understanding the discontinuation experience, including providing students with alternatives to discontinuing.

Within these three priorities, ongoing improvement programs have been identified, along with additional actions for improvement. Implementation will be led by the Pro Vice-Chancellor (Academic), with regular monitoring through the University's senior committees.

KEY PERFORMANCE INDICATORS
Action plans to deliver on these outcomes are developed annually and monitored for quality and impact through the Education Portfolio, Academic Board, and the Vice-Chancellor's Executive Committee. The University aspires to achieve the following teaching and learning KPIs in 2020:

KPI	2020 Target	2020 Benchmark
Retention[1] – Undergraduate	95%	No. 1 in Go8
Retention – Graduate/Post Graduate	92%	No. 2 in Go8
Student Satisfaction with entire educational experience[2]	85%	Top quartile nationally

RESEARCH AND RESEARCH TRAINING AND INNOVATION

The Focus Monash 2015-2020 strategic plan articulates the following priorities for research, research training and innovation:

- Develop and recruit high-performing researchers and graduate research students.
- Focus investment in areas where Monash has or is capable of having impact and research expertise of high international standing.
- Continue to invest in world-class infrastructure that aligns with Monash research priorities and supports engagement with external research partners.
- Foster research that leverages the breadth and depth of Monash expertise and brings together disciplines to address major research challenges.
- Identify areas of research collaboration across Monash's international networks, with particular focus on linkages between higher degree by research students and supervisors.
- Ensure that all offshore campuses contribute to research performance, leveraging the success of Monash Malaysia which is the most successful branch campus of a university in the world due to its comprehensiveness, research intensity and longevity.
- Develop institutional research alliances with key university partners.
- Foster an innovation culture and align incentives and internal structures for engagement with external partners.
- Support the translation of fundamental research to increase its impact.

Core strategies to ensure excellence in research and the strengthening of research capability are detailed in the _Monash Research Agenda 2020._ Released in May 2019, the Research Agenda is the University's blueprint for improving upon our investigator-led research and ensuring that our research discoveries are translated into genuine and relevant impact.

Monash has identified four focus areas for research where its expertise and continued investment will have the most significant impact. These four areas span our established strengths as well as emerging areas of excellence, and provide themes for cross-disciplinary collaboration where Monash can make a transformative contribution on the most pressing societal and planetary challenges of our time: 1. Artificial intelligence and data science; 2. Better governance and policy; 3. Health sciences; and 4. Sustainable development.

The Research Agenda sets out 12 actions Monash will undertake to advance its research vision and increase the University's capacity to deliver excellent, relevant research that positively impacts the world (outlined in the table below):

Talented faculty: Attract and grow research leaders	1. Support a high-performance culture through effective recruitment, probation, mentoring and promotion processes 2. Support and promote our existing research and professional talent 3. Target investment to support recruitment in research focus areas
Talented students: World-leading research education	1. Continue to increase the scale, quality, diversity and international experience of our HDR cohort 2. Build a Monash Doctorial Program second to none 3. Continue to significantly increase our PhD scholarship funding
Enterprise connectivity: Enduring partnerships with industry and precinct partners	1. Enhance our commercialisation support, developing researchers and graduate students with enterprising capabilities 2. Ensure our research is translated for impact, including in the development of new industries 3. Develop productive industry relationships leveraging our research capability and key platforms
International connectivity: Institutional alliances with key partners	1. Develop and foster our institutional alliances with international priority partners, including through Networks of Excellence 2. Use staff and student exchange to build on key international relationships 3. Support and initiate further international collaborations

Excellent research training is a priority for Monash, and through the Monash Doctoral Program (MDP) the University delivers research training programs that focus on the development of quality research and the researcher. Fostering transferrable skills, technical proficiency and opportunities to connect and collaborate with industry and research end-users are core to the MDP. The University reviews its suite of online and face-to-face development programs available to MDP students annually, continually refreshing these to reflect current needs of students and employers.

Monash is fostering excellent standards of supervision to support our research training cohort. A review of quality indicators, content and frequency of supervisor development training will be implemented to ensure it reflects the needs of students admitted to our research training courses and programs. We will grow network and collaboration opportunities for our research training students through continued support for international mobility and the ongoing development of international partnerships and joint award programs in Europe, North America and Asia.

The University is undertaking further work to enhance admission processes and PhD pathways to attract the highest quality research training students, regardless of their background or circumstances. We will continue to invest in growing participation through programs that support social inclusion, equity and Indigenous students.

Monash's Graduate Research Industry Partner (GRIP) programs are research and co-investment partnerships with industry/research end users to enable business focused research training programs, solving real-world problems and improving graduate employment options through development and placements. GRIPs also facilitate interdisciplinary focus and application as well as collaboration and network connections. Monash has partnered with 157 industry partners through the 10 GRIP programs established since 2015, providing opportunities for 142 PhD student projects. We will continue to invest in and develop GRIPs, with at least two new programs commencing annually.

Through the Australian Postgraduate Research (APR) Intern program, GRIPs and other internship opportunities, we expect that more than 150 Monash PhD students will undertake some form of placement or internship in the coming year.

The *Monash Enterprise Plan* identifies four Strategic Intervention Areas to focus research translation and commercialisation, deepen our collaboration and engagement with industry and increase our ability to innovate:

1. Harnessing Insights: utilising data and intelligence on the external environment to inform decision-making and activity

2. Mobilising around Significant Opportunities: Targeted support to convert opportunities with high strategic or financial potential

3. Professionalising Enterprise at Scale: Professionalising the workforce and providing Monash with the mechanisms and frameworks required to deliver enterprising research

4. Activating the ecosystem: Removing the barriers to engagement between Monash and its external partners to enable greater social and economic impact

The Monash Technology Precinct, centred on our Clayton campus, hosts a critical mass of leading research, industry development and commercialisation facilities, including the Australian Synchrotron, the Melbourne Centre for Nanofabrication, Monash Medical Centre, CSIRO, Monash Business Incubator and 27 research platforms encouraging research translation and commercialisation. Combining human capital, industry and academic collaborative partnerships and research infrastructure makes the Monash Precinct Australia's most diverse, creative and innovative cluster, all of which will drive innovation, economic growth and social impact.

A key metric for monitoring success in this area is the Australian Research Council's Engagement and Impact Assessment (EI), which examines how universities translate their research into economic, environmental, social, cultural and other benefits to encourage greater collaboration between universities and research end-users by assessing engagement and impact. The inaugural EI 2018-19 has awarded Monash the highest score of any Australian university for Engagement activity and the second highest score in the Group of Eight for Approach to Impact.

This exceptional record for research translation will gain further momentum through 2019 as Monash Innovation:

- Facilitates proof of concept funding and commercialisation by utilising the Monash Research Impact Fund;
- Fosters start-ups based on Monash research through the Generator, a program "powered by infrastructure that is made up of experiential education, access to space, mentors and seed funding to support you and your start up or social enterprise"; and
- Connects research training to industry with year-on-year increases in invention disclosures since 2014 and a KPI to achieve 140 and secure 40 new license deals, including spinouts in 2020.

Monash will also deepen strategic relationships with key investors and strategic partners through major ventures that translate its world class research – including BioCurate, IP Group, Medical Research Commercialisation Fund, Monash Technology Transformation Institute and through core initiatives with industry such as Pfizer Centre for Therapeutic Innovation, Johnson and Johnson Innovation Partnering Office and Woodside Energy.

A structured set of strategies, policies and resources are in place at Monash University to promote open access to research publications and data. Open Access copies of Monash publications and links are captured by the Research Outputs Collections Service as part of normal business, and are added to the University's Research Portal. This portal is harvested by Trove, Google and Unpaywall to enhance discovery and access. The Library and the Research Outputs Collection Service provide training and advice. There is an information page on Open Access and how it is supported at Monash, as well as additional information on Open Access and its role in research impact. The Copyright Office also provides extensive information on licencing and IP issues related to Open Access.

Monash University Publishing has a long-standing policy to make the books that it publishes Open Access, and provides an online listing of these titles, which are the work of both internal and external authors. Postgraduate students are encouraged to make their theses open on acceptance, and these are made available online.

Monash has provided an online repository for open research data produced at the University for several years. This repository is openly available, and is indexed by Google, Google Scholar and Research Data Australia to enhance discoverability. All Monash staff and postgraduate students are provided with free accounts on institutional storage to encourage its use. The Library also provides information about open data sources to support data mining and reuse.

KEY PERFORMANCE INDICATORS
The University aspires to achieve the following research and research training and innovation KPIs in 2020:

KPI	2020 Target	2020 Benchmark
HDR Load[3]	3,760	No. 3 in Go8
HDR Timely Submission Rate[4]	70%	N/A
Invention Disclosures[5]	140	No. 2 Nationally

EQUITY

Inclusivity is another of the University's four key goals set out in *Focus Monash 2015-2020*, wherein we commit to seek talented students and staff, irrespective of social or economic circumstances and build a connected community in a diverse University that is deeply engaged with the wider community. In order to ensure that we are educating the most talented students, *Focus Monash* stipulates that the University will develop and employ a highly targeted admissions program including pathways, transition approaches, and quotas and scholarships for students from disadvantaged backgrounds to increase access and success.

Our commitment to this agenda is further detailed in the *Aboriginal and Torres Strait Islander Framework 2019-2030;* the *Widening Participation Strategy 2016-2020;* and the *Diversity and Inclusion Framework.*

1. ***Aboriginal and Torres Strait Islander Framework 2019-2030:*** The Framework has been developed to closely align with *Focus Monash*, and its component education and research agendas, as well as Monash's Reconciliation Action Plan. It is the first of its kind at Monash, pulling together all of our ambitions across the Indigenous space. The Framework establishes our commitment to making a leading national and international contribution to Indigenous advancement over the next 12 years, and comprises four framing pillars:
   A. Increasing the participation of and supporting success in Indigenous students;
   B. Embedding Indigenous perspectives and content into curriculum;
   C. Growing research contributions to address and serve the needs of Indigenous people and communities; and
   D. Upholding traditional knowledge and respecting Indigenous students, staff and communities.

   The Framework will be refreshed in 2021 and 2026 to reflect changes in overarching strategy and priority for the University, along with national higher education and Indigenous affairs policy imperatives.

2. ***Widening Participation Strategy 2016-2020:*** Outlines the five University priorities and initiatives to enrol more students from low socioeconomic status (SES) communities and ensure that they graduate equipped to make significant contributions in their careers and to the community:
   A. Increase demand from talented low SES students;
   B. Select for talent and equity;
   C. Provide financial and practical support;
   D. Ensure Monash graduates are expert, engaged and in-demand; and
   E. Promote Monash's commitment to widening participation.

Key initiatives within these priorities include, but are not limited to:
- **Aspiration raising (pre-University entry):** e.g. Schools Access Monash (40+ low SES schools) and Indigenous outreach (20 schools) to increase transition to higher education.
- **Mentoring and peer support:** e.g. over 600 year 11 and 12 students at low SES schools are mentored through the Access Monash mentoring program.
- **Inclusive entry:** Providing increased pathways to a variety of degrees and redressing educational disadvantage through the Special Entry Access Scheme and Monash Guarantee.
- **Scholarships:** Reducing financial barriers for over 2,500 equity students through the $10 million Access Monash Scholarship and Bursary Fund, among many others.
- **Employment support (pre-University completion):** Supporting low SES and Indigenous students undertaking study abroad programs and delivering alumni mentoring and leadership programs to support career transition.

3. *Diversity and Inclusion Framework:* The Framework includes six multi-year action plans that serve to strategically implement our social justice and inclusion objectives, measure impact and achievements, and deliver outcomes in the following areas:

- Aboriginal and Torres Strait Islander staff and students
- Staff and students from culturally and linguistically diverse backgrounds
- Staff and students with disability, ongoing medical or mental health condition
- Staff and students of diverse genders, sexes and sexualities
- Gender quality and gender equity
- Students from low SES backgrounds.

KEY PERFORMANCE INDICATORS
The University aspires to achieve the following equity KPIs in 2020:

KPI	2020 Target	2020 Benchmark
Indigenous Participation[6]	240	No. 2 in Victoria
Indigenous Success Rate[7]	92%	Equal to Monash University Domestic UG students
Low SES Access Rate[8] – Lowest quartile	15.5%	80% Victorian population parity
Low SES Access Rate – Lower half	34.6%	80% Victorian population parity
Low SES Success Rate[9] – Lowest quartile	N/A	Equal to Monash University Domestic UG students
Low SES Success Rate – Lower half	N/A	Equal to Monash University Domestic UG students

LABOUR MARKET OUTCOMES

The University is transforming its education in a way that will see the University meet labour market priorities, and address employability and graduate attribute skills gaps in a new, disruptive labour market context. These include:

Curriculum development: Monash is working to ensure:

- the curriculum is future-focused and explicitly teaches students the skills required for the professions of the future;
- we better leverage our interdisciplinary strengths to enhance the depth of student learning;
- courses have relevance and currency in both the student and labour markets; and
- involve industry partners in the design and review of courses more extensively.

Employability: This is supported by the Enterprising Education agenda within the *Focus Monash 2015-2020* strategic plan, which articulates that we will engage deeply with government, industry and alumni to ensure that the skills Monash students learn prepare them for a successful and varied career. The priority areas are:

- Direct engagement between students and industry and government partners – including projects and internships.
- Drawing upon our research strengths and our partnerships to initiate a systematic process to help shape the professions of the future.
- Connecting student skills development to practical issues and providing opportunities for students to develop their leadership and entrepreneurial skills and business models for commercial and not-for-profit ventures.

A structured set of programs, both within and beyond the curriculum, are in place to best prepare Monash's students for career success, including:

- A wide range of WIL opportunities are provided for students. Some of our innovative programs include, but are not limited to: the Global Immersion Guarantee (where all first year Arts students travel abroad (current options include Malaysia, China, India, Indonesia and Italy) to engage with people and organisations responding to some of the world's biggest challenges); the Legal Clinical Guarantee (Law students are offered a guaranteed clinical education experience for all students who wish to incorporate a practical component that is credited towards their Monash Law degree. Monash is the first law school in Australia to offer such a guarantee); and significant professional linkages within many of our degrees allowing the University to produce employment-ready graduates.
- Monash Talent brings employers and graduates together through recruitment, training and internships via WIL placements. Uniquely, Monash offers WIL to both international and domestic students. In 2019 there have been 1,954 WIL, 100 Monash Talent and 490 Professional Year placement opportunities for our students.
- The Monash Industry Team Initiative program, which partners multidisciplinary student teams from Monash University within leading Australian and global industry partners, including organisations such as Transurban, HP Inc, The Gardiner Foundation and the Victorian Government. The experience provides students with an immersive learning opportunity, offering hands-on practical experience for their future profession.
- Monash Graduate Research Industry Partner programs, which bring together graduate researchers (PhD students) and academic leaders from various fields with external partners to explore an issue of global significance. The programs provide industry awareness, leadership, problem-solving and communication skills, improving graduate employment options through development and placements.
- Entrepreneurship programs, including The Generator and Leave No One Behind, to build skills for a varied and successful career, including the ability to define a problem, develop and test solutions, and pitch ideas.

Digital innovations: Monash has bold plans to develop more fully online and executive education offerings to meet labour market needs for these high-level skills. Specifically, the University has committed to:

- support the requirements of industry and future professions through a program of executive education that includes short, online courses and micro-credentials; and
- significantly expand our program of online courses to reach new domestic and international student markets, while offering students the flexibility of off-campus study.

KEY PERFORMANCE INDICATORS

The University aspires to achieve the following labour market outcome KPIs in 2020:

KPI	2020 Target	2020 Benchmark
Student Satisfaction with Skills Development[10]	84%	Top quartile nationally
Graduate Employability[11]	75.4%	4% above Victorian average

SECURITY MEASURES

The Focus Monash strategic plan also aims to strengthen the institutions' achievements and performance to equip it for a more competitive and globalised future as a truly modern university. Cyber security is integral in enabling the University to achieve excellence in research, education and operations.

Monash values the privacy of every individual's personal information and is committed to the protection of that information from unauthorised use and disclosure. Monash University is subject to and ensures that personal and health information it holds or has access to, is handled in accordance with Australian legislation, specifically the Privacy and Data Protection Act 2014 (Vic) and the Health Records Act 2001 (Vic).

An in-depth approach to information security defence has been implemented across the institution, and a multitude of controls to protect our people, infrastructure and data have been employed. These controls are regularly audited to ensure they meet global best practices and are aligned with ISO 27001 security practices. The University maintains an Information Security Management System (ISMS) that is certified to ISO27001:2013. The scope of this certification is the core IT processes, infrastructure, data centres and selected clinical registries.

Additionally, Monash has self-assessed compliance to the Australian Cyber Security Centre's Strategies to Mitigate Cyber Security Incidents. Several initiatives are underway to demonstrate maturity improvements in certain areas, as measured by the ASD Essential Eight Maturity Model. While no single mitigation strategy is guaranteed to prevent cyber security incidents, the University recognises the Essential Eight mitigation strategies as a valuable baseline to further support its ISO27001:2013 certification.

Monash has recently appointed a Chief Information Security Officer (CISO) within the CIO Portfolio to work closely with the Office of General Council, the Data Protection and Privacy Office and other key University functions. The CISO is responsible for driving continuous improvement of Monash's security culture and awareness, strengthening security monitoring and incident management, and optimising the University's IT risk posture.

The Monash Information Technology Security and Risk function maintains our security posture by:
- Directing and maintaining the ISMS and documentation;
- Conducting risk assessments;
- Identifying new information, security vulnerabilities and determining applicable controls and countermeasures;
- Assessing maturity of existing information security controls and processes, ensuring the satisfy the existing information security policies and ISO/IEC 27001 requirements;
- Reviewing, prioritising and implementing information security initiatives;
- Communicating and raising awareness security best practices and controls; and
- Coordinating with external security vendors, professional associations, security forums and specialists for expert security advice as required.

Commencing 25 May 2018, Monash became subject to the European Union's General Data Protection Regulation (GDPR).

The University's Data Protection and Privacy Office is led by the dedicated Data Protection Officer (DPO), and is responsible for data protection and privacy across the University, including:
- Implementing the University's data privacy and protection policy and procedure;
- Providing expert assistance with interpretation and compliance regarding applicable privacy laws;
- Managing data management and privacy related queries, incidents and complaints;
- Conducting audits of the University's data management practices;
- Developing and publishing supporting documents; and
- Coordinating privacy related training and education for University employees.

The University is partnering with AusCERT and AARNet, in the 'Australasian Higher Education Cybersecurity Service' initiative. In addition, Monash participates in the Cybersecurity Community of Practice which is supported by the Council of Australasian University Directors of Information Technology. This provides a means of sharing good practice in a confidential, trusted environment.

Monash is a member of the Joint Cybersecurity Centre and regularly contributes to threat intelligence sharing, attends briefings and takes part in community-driven activities. This allows Monash to keep abreast of the latest global trends and information to continuously evaluate and respond to the ever-changing threat landscape.

SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA
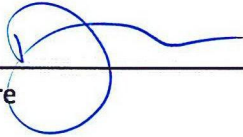
by

DOM ENGLISH
_____
Full name (please print)

FIRST ASSISTANT SECRETARY, HIGHER
_____ EDUCATION
Position

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

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Signature

___17 February 2020___
Date

In the presence of:

MICHELLE TAN
_____
Witness (please print)

DIRECTOR , FUNDING POLICY AND PAYMENTS
_____
Position or profession of witness (please print)

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Signature

SIGNED for and on behalf of

UNIVERSITY

_____
Full name (please print)
        Professor Margaret Gardner AO
        President and Vice-Chancellor
_____Monash University_____
Position

_____
Signature

In the presence of:

Kerrie Edwards
_____
Witness (please print)

Executive Assistant
_____
Position or profession of witness (please print)

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Signature

[1] This is calculated by the DoET LTPF method, as used in KPI reporting. The number of UG students continuing their studies or graduating as a proportion of the number of UG students enrolled in the previous year. It is calculated by the DoET Learning and Teaching Performance Fund method - (no. of students continuing in year 2 + no. of students who graduated in year 1)/no. of students enrolled in year 1. Includes onshore and offshore, domestic and international.

[2] Onshore undergraduate (first and later year) student satisfaction with the quality of their entire educational experience.

[3] Total Higher Degree by Research (Postgraduate research) load including onshore/offshore, domestic/international, commencing/returning load. Data are for full year.

[4] Percentage of HDR students that have submitted within their funding window (4 years for doctorate; 2 years for master's), by thesis submission year. Includes all campuses, faculties and org units.

[5] An invention disclosure occurs when a device, material, or method that is novel and useful is made known to the area responsible for technology transfer within an institution. This is usually the first step in enabling the evaluation of commercial potential before deciding to secure intellectual property (IP) rights. Note that procedures for recording invention disclosures vary from institution to institution. A disclosure might either be recorded early in the evaluation process or not recorded until sufficient investigation is undertaken to confirm that the technology is novel and has commercial potential.

[6] The number of domestic students (UG and PG) identifying as Aboriginal and/or Torres Strait Islander.

[7] Indigenous student success rate for domestic (UG & PG) students with a permanent home residence in Australia. Success rate measures academic performance by comparing the EFTSL of units passed to the EFTSL of units attempted.

[8] The number of lowest quartile SES (bottom 25%) and lower half SES (bottom 50%) commencing domestic undergraduate students as a percentage of all commencing domestic undergraduate students.

[9] The number of lowest quartile SES (bottom 25%) and lower half SES (bottom 50%) commencing domestic undergraduate students as a percentage of all commencing domestic undergraduate students.

[10] Onshore undergraduate (first and later year) student satisfaction with their skills development.

[11] The proportion of onshore domestic bachelor level graduates (who completed their degree program in the previous year) in full-time employment approximately six months after course completion. Expressed as a proportion of those available for full-time work, working full-time, or seeking full-time work.