



Australian Government

**Department of Industry, Innovation, Climate Change,
Science, Research and Tertiary Education**

2014-16 Mission-based Compact

Between:

The Commonwealth of Australia

and

Bond University

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This compact is between

The Commonwealth of Australia (**Commonwealth**) represented by and acting through:

The Minister for Tertiary Education, Skills, Science and Research

Assisted by the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE)

ABN 77 599 608 295

Of

Industry House

10 Binara Street

Canberra ACT 2601

And

Bond University

ABN 88010694121

A body corporate under the Bond University Act 1987 (Queensland)

14 University Drive

ROBINA QLD 4226

(University)

A. Policy Setting

The Australian Government believes all Australians are entitled to a productive, fair and prosperous life and our higher education system is crucial to achieving this. Universities impart the skills and knowledge Australians need to realise their personal and professional aspirations and contribute to the broad economic and knowledge base of our society including the cultural, health and civic wellbeing of the community.

Over the term of this mission-based compact (compact), Australian universities will confront a range of opportunities and challenges in fulfilling their social and economic remit. These opportunities and challenges include, but are not limited to, changing national and international educational markets, dynamic global financial arrangements including the rise of the Asian Century, new approaches to teaching and learning, rapidly changing information technologies and evolving priorities for research and innovation.

Australia's universities are well equipped to harness the opportunities and meet these challenges that lie ahead. The 2014-16 compact supports this process by articulating the major policy objectives and the diverse approaches and commitments universities will adopt to achieve these strategic goals over the term of the agreement.

B. The Purpose and Effect of this Compact

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 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 which includes that year.

The compact demonstrates the Commonwealth and the University have a shared and mutual commitment to provide students with high quality educational experiences and outcomes and to building research and innovation capabilities and international competitiveness.

The compact recognises the University is an autonomous institution with a distinctive mission, operating within a state or territory, national and international higher education environment.

The purpose of this compact is to provide a strategic framework for the relationship between the Commonwealth and the University. It sets out how the University's mission aligns with the Commonwealth's goals for higher education, research, innovation, skills development, engagement and Aboriginal and Torres Strait Islander access and outcomes.

The Commonwealth and the University agree this compact will be published on Commonwealth websites and may be published on the University website.

C. Establishment of the Compact

The Commonwealth and the University agree the Term of this compact is from 1 January 2014 until 31 December 2016.

D. The Principles of Commonwealth Funding Support

The Commonwealth articulates its vision for the higher education sector, through *Transforming Australia's Higher Education System* (available at the [DIICCSRTE website](#)), and the role of universities in driving our national innovation system, through *Powering Ideas* (available at the [DIICCSRTE website](#)).

In supporting Australia's universities, the Commonwealth seeks to promote:

- academic freedom and institutional autonomy;
- a diverse and sustainable higher-education sector;
- opportunity for all;
- access to university based on merit;
- world-class teaching and learning that advances the international standing of Australian education;
- world-class research and research training that advances knowledge, critical thinking and Australia's international standing; and
- responsiveness to the economic, social and environmental needs of the community, region, state, nation and the international community through collaborative engagement.

To ensure Australia's higher education system remains robust and of high quality in a globally connected and competitive world, the Australian Government has adopted and implemented a number of system-wide quality measures including establishing the Higher Education Standards Framework, and the Tertiary Education Quality and Standards Agency (TEQSA).

E. The Structure of this Compact

Part One provides for the Commonwealth's focus for the compact and a description of the University's Mission Statement and Strategic Priorities.

Part Two provides for matters related to improving access and outcomes for Aboriginal and Torres Strait Islander people. It contains Commonwealth objectives, university strategies and performance indicators and targets.

Part Three provides for matters related to innovation, industry and skills and engagement. It also contains Commonwealth objectives, university strategies and performance indicators and targets.

Part Four provides for matters related to teaching and learning including student enrolments, quality, equity and infrastructure. It contains Commonwealth objectives, university strategies and equity targets.

Part Five provides for matters related to research and research training including research performance and research capability. It contains Commonwealth objectives, university strategies, performance indicators and targets.

Part Six provides for general provisions of the compact including compact review, privacy, confidentiality and information sharing, changing the compact and notices.

PART ONE: FOCUS & MISSION

The Commonwealth's Focus for this Compact

The Commonwealth's ambitions for higher education include:

- providing opportunities for people from all backgrounds to participate to their full potential and be supported to do so. This includes supporting the aspirations of Aboriginal and Torres Strait Islander people through improved access and support arrangements. The Commonwealth is committed to ensuring the rate of Aboriginal and Torres Strait Islander people participating in undergraduate and higher degrees by research (HDR), as well as staffing and academic representation, reaches population parity;
- providing students with a stimulating and rewarding higher education experience;
- producing graduates with the knowledge, skills and understanding for full participation in society and the economy;
- better aligning higher education and research with the needs of the economy, and building capacity to respond to future changes in skills needs;
- increasing universities' engagement with all parties and linkages between universities and Australian businesses in particular;
- playing a pivotal role in the national research and innovation system through the generation and dissemination of new knowledge and through the education, training and development of world class researchers across a wide range of intellectual disciplines;
- improving knowledge transfer and commercialisation outcomes;
- consistent with the Asian Century policy framework, ensuring education is at the forefront of Australia's engagement with Asia; and
- being amongst the leading Organisation for Economic Co-operation and Development (OECD) countries in terms of participation and performance.

In support of these objectives, the Commonwealth encourages universities to consider the following important measures in their planning and delivery:

- developing partnerships with schools and other organisations to improve the participation of people from disadvantaged backgrounds in higher education;
- working with business, industry and Vocational Education and Training (VET) providers to provide the Australian economy with the graduates it needs;
- the suite of performance measurement tools being developed through the Advancing Quality in Higher Education initiative, work on quality in research training, and a feasibility study on research impact assessment (including the possible implementation of a mechanism, separate from *Excellence in Research for Australia*, to evaluate the wider benefits of publicly funded research);
- applying the principles and procedures required to support a continuous improvement model for intellectual property; and
- the National Research Investment Plan, including the need for a strategic outlook to address Australian Government priorities and principles at a national level.

1 THE UNIVERSITY'S MISSION AND STRATEGIC PRIORITIES

1.1 The purpose of the University's Mission

The University's Mission sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Commonwealth and the University recognise the University's Mission may evolve.

The University and the Commonwealth recognise the University is an autonomous institution which is responsible for the determination of its Mission and for its aspirations and strategies for their achievement.

1.2 The University's Mission and Strategic Priorities

Mission

"As Australia's first private 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".

Bond University's mission statement captures our unique function within the Australian higher education sector. Bond is Australia's only truly private, non-profit and independent university. The distinctive educational experience at Bond is characterised by a commitment to high-quality, personalised teaching, small class sizes, high levels of interaction between our students and academic staff, a nurturing and inspiring campus and extra-curricular experience designed to holistically develop tomorrow's leaders.

Our students gain exposure and practical insight into excellence and innovation in industry and the professions, and all of our programs include a focus on core leadership skills. We are regionally located but our focus is national and international; thirty per cent of our students are international and a further twenty-one per cent of students are from interstate.

Since establishment the University has provided more than 20,000 award course completions with over 12,000 domestic completions.

As the institution approaches its 25th anniversary in 2014, we are able to present strong evidence of our success and look forward to the future with confidence. We are able to substantiate our claim about an outstanding student experience and demonstrate with evidence that we are achieving our mission. We consistently out-perform the sector on almost every metric related to the student experience, for example:

- Students have rated Bond the top university in Australia for the past ten years for Good Teaching, Generic Skills, and Overall Satisfaction (averaged) in the Australian Graduate Survey (AGS);
- Bond has participated in the pilot and full trial of the Commonwealth sponsored University Experience Survey (UES). In both years students rated Bond significantly higher than the Australian average in all focus areas.
- In the most widely distributed and highly regarded survey of international students across the world, the International Student Barometer ranks Bond number 5 in the world regarding overall student satisfaction with learning.
- The past four years participation in the Australasian Survey of Student Engagement (AUSSE) confirm Bond students are some of the most engaged in Australia.

Our research is growing strongly. The University achieves above world standard research, as confirmed in the 2012 ERA exercise, in the disciplines of Clinical Sciences and Public Health and achieves world standard research in Health Services, Human Movement and Sport Sciences, Business and Management and Law. Bond research performance has significantly increased since 2007 with research income increasing by 160% and weighted publications by 91%.

The University makes a significant contribution to the regional economy. An economic impact assessment conducted by the Western Research Institute showed that in 2010, the University's activity contributed 2,780 FTE jobs and \$698 million in output to the Queensland economy. This does not include the value of education provided to students, the economic benefits to society of that education or the economic benefits of knowledge generation from research undertaken by the University.

Our Strategic Priorities

Bond's Strategic Plan 2013-17 lays the foundation and sets out four key goals for our institution. We will:

1. build on our international brand, underpinned by a distinctive value proposition centred on an outstanding student experience;
2. strengthen our financially sustainable business model and robust capital base;
3. grow and diversify our student enrolments, particularly through international and postgraduate students; and
4. focus on niche centres of research excellence.

These goals have been developed to enable Bond to maintain its status as a high quality provider and one that is distinctive within the Australian higher education landscape.

We will build on our global focus and reach through international partnerships and benchmarking. We will remain focussed on maintaining and building the unique Bond student experience and ensuring the highest quality of teaching. We will retain our emphasis on small class sizes and personalised learning. At the same time we will develop new blended learning delivery methods to leverage new educational technologies while remaining committed to our high staff-student interaction model.

We will enhance and formalise linkages between disciplines and their industry and professional counterparts, and align our programs to professional needs through accreditation. We will emphasise and leverage our partnerships with alumni, industry bodies and the wider community and make donor and development activities a part of the core business of the University. We will continue to examine the feasibility of new disciplines but restrict ourselves to modest, attainable targets that are financially sustainable.

The University will pursue moderate and sustainable growth over the period of the compact. This will include maintaining a contribution to, and emphasis on, undergraduate education in South East Queensland. We will also focus on growing our national market share particularly in the states of NSW, Victoria and Western Australia and expand our ambitions for Indigenous engagement and participation Strategies for greater penetration into new international markets and high quality international partnerships will also be expanded.

International student growth will be realised through continued efforts in the already established market of China with a focus on postgraduate and undergraduate business disciplines via pathways. In the India and subcontinent markets a greater emphasis will be placed on postgraduate business programs. In Canada we will focus on the recruitment of students to programs in law, architecture and psychology while our focus in the USA will remain on social sciences and in strengthening the study abroad market. Additionally, investment will be made into the emerging markets of South America for our pathway and ELICOS programs.

Growth in our postgraduate coursework programs will be undertaken in a flexible manner having regard to industry and professional markets. For example, a new Master of Energy Management (MEM) will commence from the September 2013 semester. The MEM will be taught in conjunction with Faculty from the Thayer School of Engineering at Dartmouth (USA). Also, responding to industry demand, a Master of Retrieval Medicine has been developed in collaboration with the Royal Flying Doctor Service specifically for health practitioners, particularly medical practitioners, nurses and paramedics, already working in the field. It will commence in January 2014.

We recognise that world class research requires significant resourcing and a scale of activity to achieve excellence. Accordingly we are developing a research strategy that concentrates our research activity and focuses on niche areas of excellence. Research training activities will be developed in a manner consistent with this strategic focus and support targeted growth in higher degrees by research. We will recruit and retain internationally recognised academic staff and continue to develop a positive research culture. Research highlights and outreach will be promoted through activities such as Research Week. Improving Bond's external research profile will produce additional industries for Bond graduate employment; attract industry partnerships and funding; and benefit the local community with research into local issues.

PART TWO: ABORIGINAL AND TORRES STRAIT ISLANDER ACCESS AND OUTCOMES

2 ABORIGINAL AND TORRES STRAIT ISLANDER ACCESS AND OUTCOMES

Part Two recognises the important role universities play in supporting Aboriginal and Torres Strait Islander people's personal and professional aspirations through the provision of accessible and supportive higher education programs. Increasing Aboriginal and Torres Strait Islander higher education participation and success is important given the direct benefits for Aboriginal and Torres Strait Islander individuals and communities and broader economic and social benefits for all Australians.

Universities are asked to detail their strategies and targets to improve Aboriginal and Torres Strait Islander access and outcomes over the compact period in this section. Principal Performance Indicators are compulsory and institutions may voluntarily nominate Optional Performance Indicators and targets considered reflective of individual institutional goals.

The Commonwealth recognises that universities have diverse missions and, consequently, targets and performance will vary between institutions. Each university should develop performance indicators and targets to reflect its individual performance and strategic direction.

2.1 Commonwealth Objectives

The Commonwealth is committed to enhancing the participation and outcomes for Aboriginal and Torres Strait Islander people in higher education consistent with the Closing the Gap initiative addressing Aboriginal and Torres Strait Islander disadvantage.

In realising this objective, the Commonwealth has set an aspirational national parity target for Aboriginal and Torres Strait Islander students and staff in higher education. The parity target equates to the proportion of the population aged between 15 and 64 years which is currently 2.3%.

To help achieve this aspirational national target, the Commonwealth has introduced a new focus on Aboriginal and Torres Strait Islander reporting in the compact as recommended by the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People*. Universities should report high level Aboriginal and Torres Strait Islander student and staffing plans and strategies in this part of the compact including performance targets for student enrolments, completions and numbers of general and academic staff. Universities may also report on Aboriginal and Torres Strait Islander initiatives under the Innovation and Engagement, Teaching and Learning and Research and Research Training parts of the compact.

2.2 University Strategies

Bond University recognises the important role universities play in supporting Aboriginal and Torres Strait Islander (ATSI) people's personal and professional aspirations through higher education. The University has a strong commitment to providing access and support to ATSI students and has made good progress over the last few years.

At this point Bond University utilises its own revenue sources to support all Indigenous activities. As student numbers increase we look forward to partnering with interested parties in co-operative and externally funded activities. Bond is working with a range of partners on building capacity and awareness. Our partnerships with various schools has progressed the concept of seamless pathways from school to university and we are making significant investments in realising the potential of a diverse student population.

The progressive establishment of philanthropically funded scholarships has resulted in eight scholarships to assist access for ATSI students in 2013. These include two scholarships from the Indigenous Land Corporation, Accor and Bond University which provide 100% tuition remission; two scholarships from Sunland and Bond; and two scholarships funded by an anonymous donor

and funds raised by the University through an annual Indigenous Art Auction. These students are studying Psychology and Law.

In recognition of growing Indigenous participation, Bond University opened the Nyombile Support Centre in September 2012. The name "Nyombile" was given by an Aboriginal Elder and means the promotion of unity. The Centre assists Bond's Indigenous students with the unique challenges they may face in moving from remote communities and undertaking university study.

The University has been pursuing a strategy of enhanced engagement with the local Indigenous community. To further embed Indigenous culture into the student experience a distinguished local elder has been recognised as Bond's Elder in Residence. In addition, the Nyombile Centre is consulting local Elders to form an Advisory Committee that will include local Elders, prominent members of the local Indigenous community including traditional land owners, the Pro-Vice Chancellor Students and Academic Support, and Nyombile Centre staff and academic staff.

Bond students have shown an interest in Indigenous issues in the community and have applied that interest in several outreach initiatives.

Indigenous students established the Bond Indigenous Awareness Society (BIAS) in 2011. BIAS aims to raise awareness of Indigenous affairs with annual events including the Abegowrie Social Justice excursion; a fully funded 10 day journey to North Queensland where Bond Students volunteer their holiday time to work as teacher aids with the aim of helping the students gain a better understanding of the options available to them after school. Other events are held in conjunction with the Bond University Student Association (BUSA) and Wednesday by the Water to help raise cultural awareness on campus.

Bond students also participate in the Australian Indigenous Mentoring Experience (AIME), a national program providing mentoring to high school students by university students with the aspiration of encouraging Indigenous youth to complete Year 10 and 12 and connect them to post-school opportunities such as university. Bond University employs a Program Manager to coordinate the 100+ student volunteers involved in the program.

The Kununurra Project takes place every year and is arranged by the Student Philanthropy Council. It is jointly funded by the Student Philanthropy Council and the University. In September each year, a group of students volunteer their time in Western Australia's remote community of Kununurra, assisting the Save the Children Foundation with social work. The two week long experience involves the students living and breathing the Kununurra way of life. The project is designed to engage, entertain and educate local Indigenous children from as young as five years through to older teenagers with the aim of building confidence and to look to the future as an opportunity to follow their ambitions.

Bond University is also keen to support the Government's ATSI staff participation targets. Bond is currently undertaking a project to identify all ATSI staff employed by the University and implement an Indigenous Staff Policy.

A recent staff appointment was the Manager for the Nyombile Indigenous Support Centre. A local and well respected Aboriginal artist and mother of four was, following consultation, recommended by local elders as a suitable appointment for this particular role. She is highly respected and very well connected in the regional Indigenous network. This appointment is already demonstrating beneficial outcomes for Bond, for our Indigenous students and is also helping to raise awareness of Aboriginal culture among other students.

Participation of Aboriginal and Torres Strait Islander people in Bond's educational programs, as shown on page 17 of the latest Institutional Performance Portfolio (IPP), was 0.74% of undergraduate domestic enrolments in 2011. This comprised 25 ATSI students in total.

Indigenous participation has improved markedly since 2011. There are now 36 undergraduates enrolled in the first semester of 2013, which is 1.7% of domestic undergraduate enrolments.

In relation to the outcomes of ATSI students, the 2011 cohort had a lower subject pass rate (75%) than the domestic undergraduate student population (93%). The September 2012 results show an improvement in the ATSI subject pass rate to 85%. Completions of ATSI students have also improved as is shown in the following table.

Table 1: Number of ATSI graduates from Bond University

2007	2008	2009	2010	2011	2012	2013
2	2	3	1	2	5	7*

* First semester only.

The Bond experience, with personalised attention through low student to staff ratios, specialist cultural and learning support, a core skills program focussing on generic skill development and excellent professional degrees on offer is a combination that allows Bond to actively support the Government's aims as outlined in the Review of Higher Education Access and outcomes for ATSI People.

Bond University is strongly committed to working with the Commonwealth to explore ways in which the Commonwealth could assist the University to increase the participation and success of ATSI students and staff in the university. A good start would be for the Commonwealth to enable Bond University to apply for support funding for the provision of extra tutorials and other support offered through the Nyombile Indigenous Support Centre. Initially Bond University would be seeking \$200,000 per annum to provide two full time equivalent staff for tutorial and learning support for Indigenous students.

2.3 Performance Indicators and Targets

Does not apply to this compact.

3 INNOVATION AND ENGAGEMENT

Part Three recognises the important role of universities in our national innovation system, in boosting economic productivity contributions to improved social and environmental outcomes and growth, and in engaging, advancing and inspiring their communities. It also recognises that universities make an important contribution to building connections and partnerships that broaden and deepen Australia's understanding of Asia.

Under three themes: Innovation; Industry and Skills; and Engagement; universities are asked to detail their strategies and targets over the term of this compact. Principal Performance Indicators are compulsory and institutions may voluntarily nominate Optional Performance Indicators and targets considered reflective of individual institutional goals.

The Commonwealth recognises that universities have diverse missions and, consequently, targets and performance will vary between institutions. Each university should develop performance indicators and targets to reflect its individual performance and strategic direction.

3.1 Innovation

3.1.1 Commonwealth objectives

The Commonwealth seeks to build an innovation system that ensures Australia can meet the challenges and grasp the opportunities of the twenty-first century. The Commonwealth encourages innovation by supporting industry-led research, promoting knowledge-transfer activities and the commercialisation of research.

3.1.2 University strategies

As a regional university, Bond makes an enormous social and economic contribution to the local community. In 2011 Bond University commissioned the Western Research Institute (WRI) to undertake an Economic Impact Assessment of the University's operations. It was estimated that in 2010 Bond University generated \$698 million in output to Queensland when the flow-on effects are taken into account. Importantly, this figure does not include the value added by the University's substantial contribution to human capital and knowledge transfer through research and community activities.

Knowledge Transfer

Like other universities, Bond University's fundamental function is the creation and transmission of knowledge. However, unlike other universities, Bond funds these public good activities from an independent, not-for-profit business model and in doing so actively supports the Government's objectives of increasing productivity and innovation as a means to achieve economic growth.

Bond University has a distinguished track record in a range of knowledge transfer initiatives. The Australian Centre for Family Business (ACFB) is Bond University's longest established research centre and boasts an international reputation. Research generated from the ACFB assists in forming the industry relevant coursework within the family business field. The ACFB has assembled the largest group of active family business researchers in the Asia Pacific region. As well as being involved in ongoing family business research projects, team members provide multidisciplinary guidance to the ACFB's intellectual agenda, and consider applications for research grants in the field of family business.

The ACFB team is comprised of prominent Bond University Faculty members from several research disciplines. In addition, the ACFB welcomes adjunct Faculty members and is committed to establishing a community of scholars made up of active family business researchers from other Australian institutions where the academic study of family business is not seen as a priority.

The Dispute Resolution Centre within the Faculty of Law has an international reputation for training, teaching, research and the mediation process. The Centre aims to promote a better

understanding of the need for, dynamics of, and advantages of consensus-oriented procedures in dispute resolution. This is achieved through courses, workshops and seminars presented on and off campus as well as directed research.

Good knowledge transfer principles include rigorous procedures for Intellectual Property (IP) storage. In 2012 Bond University received a grant under the Australian National Data Service's (ANDS) Seeding the Commons project. The project aims to integrate a broad range of initiatives to promote and support the identification and management of research data collections. Bond developed policies, guidelines and a research data management toolkit under the grant. Bond fully supports the next phase of the project which includes the roll out of training across the University. The University's Intellectual Property Policy will be reviewed in 2013 to incorporate new research data management processes.

Bond University continues to produce and support innovative research and commercialisation opportunities. Highlights from 2011 - 2012 include:

- Seven University Research Centres received central funding to encourage the growth and development of research under the Centres during 2011-2012.
- The Vice-Chancellor's Research Grants awarded over \$285,000 in grant seed funding to stimulate research activity. Under this research grant program, Bond academic staff may apply for grants to develop innovative research projects, collaborations and pilot methodologies which lead to an external research grant application. The internal VC Grant Scheme approved 21 projects in 2012.

Building Strong Connections and Partnerships in the Asian Region

Bond makes a significant contribution to building connections and partnerships that broaden and deepen Australia's understanding of Asia. Bond's Centre for East-West Cultural and Economic Studies, established in 1993, provides a focus for public education on the interactions among culture, society, economics and politics in the dynamic Asia-pacific region. Alongside research, publishing and flow-on into existing teaching programs, the Centre is also involved in hosting public lectures, seminar series, and outreach to other international, regional and local organisations.

The East-West Centre makes research available to business, government and the wider public, both in Australia and overseas, via two public websites. The centre's objectives include: the support of informed local and national debates on international relations, East-West studies and cultural and religious dialogue; exchange of ideas with organisations and researchers in the Asia-Pacific and Eurasian regions; and support staff and student exchanges, as well as agreements in support of international exchanges.

The University also has an agreement with Business Breakthrough Inc. (BBT) Japan for the delivery of a Masters of Business Administration in Japan. The program provides busy mobile executives from Japan, China and Korea an opportunity to study within a high quality business management curriculum through a unique blend of face-to-face and distance delivery technologies.

Bond's commitment to developing skilled leaders and establishing education linkages between Australia and Asia has been recognised with Bond students receiving scholarships under the 2010, 2012 and 2013 Prime Minister's Australia Asia Awards. The award of these prestigious scholarships demonstrates Bond's ability to produce some of Australia's best and brightest students.

Improving Social and Community Outcomes

Student volunteering is an important component of the student experience at Bond. For the past five years Bond students have participated in the Sony Foundation Children's Holiday Camp Program. This is an intensive program where special needs children live on campus for four days in the lead up to Christmas. The students take responsibility for the children's daily needs as well as organising activities and supervising games. Students participating in this program report higher levels of well-being.

Bond University encourages and supports environmental stewardship. In December 2012 a group of students from Bond were nominated as finalists in the Banksia National Environmental Awards, considered Australia's most prestigious environmental awards, for work on the unique Green Lane Dairy environmental education program. The team of students developed a program, which encourages primary school students from year three to eight to learn about environmental challenges and solutions, and inspires them to take practical actions at home, at school and in their communities.

3.1.3 Performance indicators and targets

The purpose of the innovation performance indicators and targets is to assist the University and the Commonwealth in monitoring the University's progress against the Commonwealth's objectives and the University's strategies for innovation.

The University will report principal performance information and aim to meet the innovation performance indicators and targets set out in the following tables.

Note: All calendar year references below refer to the previous year's data collection.

Principal Performance Information ¹	2012		
	Filed	Issued	Held
Number of patent and plant breeder's rights families filed, issued and held	2	0	1
Number of all active licences, options or assignments (LOAs) ² executed and income derived	No. 0	Value(\$) 0	
Number and value of research contracts and consultancies executed ³	No. 31	Value(\$) 1,905,773	
Investment in spin-out companies during the reporting year and nominal value of equity in spin-outs based on last external funding/liquidity event or entry cost	Investment (\$) 0	Value(\$) 0	

Note: All calendar year references below refer to the previous year's data collection.

Principal Performance Indicator	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Category 4 Income	0	0	0	0	0

¹ This set of performance information does not require targets. Universities will be asked to advise their baseline performance and will report on their future performance in the context of the Institutional Performance Portfolio Information Collection commencing in 2013. Patent and plant breeder right family refers to a group of patent or plant breeder rights applications or grants emanating from a single filing. Note: this question only concerns patent and plant breeder rights families, and is not in reference to families of other forms of registered IP (i.e. trade marks).

² A LICENCE agreement formalises the transfer of technology between two parties, where the owner of the technology (licensor) grants rights to the other parties (licensee). An OPTION agreement grants the potential licensee a time period during which it may evaluate the technology and negotiate the terms of a licence agreement. An option agreement is not constituted by an Option clause in a research agreement that grants rights to future inventions, until an actual invention has occurred that is subject to that Option. An ASSIGNMENT agreement conveys all right, title and interest in and to the licensed subject matter to the named assignee.

³ Please use the definition of contracts and consultancies utilised in the National Survey of Research Commercialisation (NSRC). A copy of the survey is available at this URL: <http://www.innovation.gov.au/Section/Innovation/Pages/TheNationalSurveyofResearchCommercialisation.aspx>

3.2 Industry and Skills

3.2.1 Commonwealth objectives

The Commonwealth encourages universities and employers to work together so that courses meet the needs of employers, where relevant. This may include integrating work and learning, meeting professional accreditation requirements and involving employers in course development and delivery.

3.2.2 University strategies

Bond University Limited is a company limited by guarantee and as a result does not have shareholders. The governance arrangements provide for the Company, with a membership of 30, to appoint the University Council, which is the board of directors of Bond University Limited.

Prominent business professionals appointed to Council bring a wide collective set of skills that not only support the strategic management of the University but also provide a source of intelligence on the external environment. This unique governance structure continuously challenges Bond to provide industry relevant programs.

Bond's 2013-2017 Strategic Plan, recently approved by Council, aligns well with the Commonwealth's innovation and engagement objectives. One of the key actions identified in the plan is the establishment of enabling partnerships. These include creating formalised linkages between disciplines and their industry and professional counterparts and the establishment of a business accelerator program with commercial outcomes.

Responding to Employer Demand

Bond University works closely with industry to ensure that courses meet the needs of employers, including integrating work and learning, meeting professional accreditation requirements and involving employers in course development and delivery. The University has a proud tradition of offering industry-relevant degrees that lead to outstanding career opportunities. A fundamental principle underpinning the development of a Bond degree is that learning and teaching must be informed by and contribute to the workforce. This is evidenced in all curriculum development processes.

The Career Development Centre actively develops partnerships with employers across a broad range of industries and regularly coordinates events and opportunities to visit the campus and engage with students enabling potential employers to share their feedback on skills required, how to develop these skills during their degrees and in-depth information on roles and recruitment processes. For the students, this is a chance to develop relationships with employers, gain a deeper understanding of career paths and absorb strategic advice on what they need to do to achieve them.

A distinctive Bond University initiative that enables Bond students to quantify their generic skill development is the Bond University Professional Practice Program (BUPPP). This non-traditional and not-for-credit subject is facilitated through the Career Development Centre. The subject provides learning activities and portfolio tasks for a range of activities that support the Bond University community and are of value to employers when considering prospective graduates. The learning activities and portfolio integrate students' academic learning, vocational experiences and career goals transforming them into employability skills.

About 10% of Bond University students have enrolled in the BUPPP subject since its implementation in 2012. The subject is comprised of one compulsory unit plus a choice of electives covering aspects such as industry experience, community leadership, and global experience. In addition, new modules are under development to further enhance the program including a Career Leadership unit.

Predicting workforce skills needs is inherently difficult; however, Bond's close industry connections provide the crucial link to producing graduates that match the needs of the workplace. In addition, Bond's Core Program provides superior generic skills through a set of

compulsory undergraduate subjects in leadership, communication, critical thinking and responsibility. The Core Program is undergoing a University-wide review in 2013 involving multiple constituencies (Faculty, students, alumni, employers). The aim is to ensure the most effective delivery of graduate attributes through a combination of dedicated subjects and embedding relevant developmental experiences in each degree.

University-Industry Linkages

Bond's departmental advisory boards support the strategic direction of the Faculties and the Institute of Sustainable Development and Architecture (ISDA) to ensure that graduates have the relevant knowledge, skills and experience to meet the needs of the industry. The boards are made up of industry personnel with extensive experience enabling them to provide feedback on the curriculum to ensure it remains relevant, discuss emerging trends in the industry and strengthen ties between the University and the community.

Bond University is collaborating with the Royal Flying Doctor Servicer (RFDS) to deliver a new suite of courses in Retrieval Medicine. RFDS operate a number of short courses in Retrieval Medicine for doctors, flight nurses and flight paramedics seeking to extend their knowledge. In the delivery of these courses the RFDS identified strong student interest in undertaking higher qualification such as Diploma and Masters.

Building on individual and community strengths Bond's Retrieval Medicine program content will be delivered by the RFDS' clinical and non-clinical Faculty, as well as invited non RFDS staff using a combination of Bond and external resources. The program builds on skills within the existing workforce across Australia's most remote regions providing valuable up skilling opportunities.

For Bond students, industry engagement means they are participating in work-integrated learning including, but not limited to, practicum placements, internships, pro bono and other types of work-experience while in the progress of completing their degrees. These experiences benefit both the students and industry in that the students build networks and practical career-related skills, and the prospective employers build their emerging workforce and new ideas from a fresh perspective.

All Faculties have internship (for-credit) and work experience (not-for-credit) placements available to all students by application through placement coordinators. Eligibility criteria apply to internships including a minimum grade point average, minimum subject requirements and academic supervision. Placements are typically for three weeks full time during semester break or one day per week during semester. Each year there are up to 150 internship placements. Further, about 400 students (10%) participate in work experience through the placement coordinators.

In addition to sending students out into the workforce, authentic knowledge, skills, and attributes from industry are infused in university learning. Student projects and other assessment tasks have been designed to be consistent with the work students will be participating in after graduation. At Bond University, this means academics stay connected to their discipline by remaining informed, engaging in research and participating in the workforce.

Three fundamental principles are followed when developing curricula and engaging with the community.

Authentic learning

Creates a match between what students are doing in university and what employees are doing in the related workforce. University learning and teaching is informed by real-world experience allowing students to make genuine contributions to their field while in their studies, and be practically prepared for employment after graduation. Internationalisation of the curriculum ensures that knowledge, skills and attributes are contextualised within unique and distinctive cultures and communities, preparing graduates for employment in a global economy.

Reflective

Industry work and studies are integrated through reflection. Students are encouraged and given the critical thinking tools and frameworks they need to reflect on the way in which their work experience and university learning come together.

Reciprocal

Indicates a two-way communication and contribution between the university and the workforce. In successful community engagement, the current workforce is investing in their future. The workforce is building sustainability by directly utilising the knowledge, skills and attributes of their incoming employees – Bond graduates. In turn the workforce is contributing to vision, strength and growth of their industry by influencing the planning of subjects and curriculum.

3.3 Engagement

3.3.1 Commonwealth objectives

As part of its social and economic remit and as an important precursor to innovation, the Commonwealth encourages universities to engage with all levels of government, other universities, businesses, schools, the vocational education and training sector, employers, the professions, research institutions and the wider community including international partners particularly those in the Asian region.

3.3.2 University strategies

Bond University is dedicated to connecting with community, industry, Government, other universities, business, schools, employers, professions, and the wider community as a core business strategy. The University takes an active role in leading and supporting the development of education, research and innovation across the City of the Gold Coast and the surrounding region.

In 2012 the new role of Pro Vice-Chancellor (Pathways and Partnerships) was created to further drive and expand the University's engagement with the local community and with industry groups across Australia and the Asian Region. The Office of Pathways and Partnerships is responsible for instigating, developing, and managing partnership and pathway opportunities, in particular in the areas of Indigenous, women's leadership and sport, with key external stakeholders that intrinsically align with the University's strategic plan to enhance the reputation and brand awareness. The deep connections and relationships built with school partners drive the domestic and international recruitment initiatives of the University and College.

Engagement with the Local Community

The Gold Coast City Council (GCCC) is Australia's second largest local authority serving a population around 550,000. The University has an MOU under which regular (3-6 monthly) meetings are held between the Vice-Chancellor and the GCCC CEO concerning the role of education and research in a more diversified and resilient regional economy. Major goals are to improve higher education participation and achievement rates as well as facilitate the attraction of additional research and development investment in the region, improve education exports, strengthen and diversify the City's economy, and increase employment in knowledge-based industries.

One positive outcome from this partnership is the recent partnering of the GCCC with Bond, Griffith and Sunshine Coast Universities and the Gold Coast Institute of TAFE to reinvigorate Study Gold Coast as a peak industry association for education on the Gold Coast. Under this agreement, the three universities and TAFE will each contribute \$50k, private HEPs \$50k together and GCCC \$250k per annum. This will enable Study Gold Coast to have a greater role in improving educational attainment within the local population and in attracting more students to undertake their education on the Gold Coast. The aim is for the Gold Coast to become known as an "Education City".

The University is also a regular participant in community Innovation Think Tanks and Workshops working with the other universities, GCCC and business on strategies to promote education and innovation in the City. For example the University participates in the “Business Growth through Digital Opportunities Think Tanks” and thereby contributes to the City's Digital Plan. It also participates in “Innovation Think Tanks” organised by the GCCC Economic Development and Major Projects Division thereby contributing to the City’s Innovation Plan. The University regularly hosts small business events on campus including the Small Business Association of Australia launch of Small Business Week at Bond University in May 2013.

The University also represents the regional education industry on the Gold Coast and Hinterland Regional Policy Board of the Chambers of Commerce and Industry Queensland (CCIQ). Through this, the University provides information to the Board on how to assist the development of education in the City. The Board in turn uses this information in formulating its input into its regional development policy and plans and its lobbying of City, Regional, State and Federal governments on policies affecting the region. Central to this advice has been to support the role of the education as a key enabling industry in providing a better qualified workforce, more stable employment and opportunity, and a more balanced and resilient the regional economy. This advice has been incorporated into the CCIQs’ plans and advocacy for the region.

Engagement with Industry and Broader Community

The Institute of Sustainable Development and Architecture (ISDA) has strong industry links, partnering with over 60 Australian professional, industry and government organisations. The Institute works in collaboration with numerous international organisations to capitalise on opportunities to deliver sustainable development, research and investment outcomes for the benefit of students, industry and the broader community.

Bond’s Centre for Autism Spectrum Disorders (CASD) is committed to engaging in community support and partnership through research, consultation and education. The centre’s links with local, State, National and International bodies are strong and designed to generate positive and sustainable benefits for individuals with an Autism Spectrum Disorder (ASD), their families and the professionals who care for them.

Furthermore, Bond is focused on building current partnerships to develop new research activities. For example, the Bond University Centre for Research in Evidence-Based Practice (CREBP) was established with a prestigious NHMRC Australia Fellowship in June 2010 to support research into Evidence-Based Practice. CREBP has extensive collaborations both nationally and internationally and CREBP’s researchers participate in a number of affiliations across research institutes, universities and the health industry.

In addition to supporting and extending international collaborations, promoting the interchange of researchers in and out of Australia, organising workshops and fostering collaborative publication outputs, CREBP runs a journal club every fortnight with guest speakers and posts to the CREBP website for review. Journal clubs provide a crucial link between research and practice, as they encourage the application of research in clinical practice.

Bond’s outreach activities include a range of Aboriginal and Torres Strait Islander (ATSI) initiatives and will continue to grow these programs in support of the Government’s objectives of improving ATSI access and outcomes.

Bond’s engagement with schools includes:

- The Faculty of Law’s annual mooting competition involving student representatives from secondary schools around Australia. The competition has expanded from eight schools in its inaugural year of 1989 to current numbers of well over 120 schools. It is the only national competition of its type.
- The Bond University Film and Television Awards (BUFTA) is a short film competition open to any year 11 or 12 secondary school student in Australia. Originally started in 1996, the competition has grown to become one of the most rewarding competitions in the Southern Hemisphere.

Engagement with the Asian Region

Bond University fully supports the Government's objective to engage with our Asian neighbours and substantially boost the number of Australian students studying in Asia. Bond's East West Centre promotes the exchange of ideas with organisations, researchers and students in the Asia-Pacific and Eurasian regions, via dialogue with the International Institute of Development Studies, China Foreign Affairs University, International Confucian Association, Centre for the Studies of Daoist Culture (the Chinese University of Hong Kong), Juequn College (Shanghai), and the Centre for Security Analysis, Chennai (India). The Centre has also framed exchange agreements with Chinese (Suzhou University) and Turkish (Koch University) institutions.

The University acknowledges a generous donation (\$1 million) to the Centre for East-West Cultural & Economic Studies in support of an appointment of a postgraduate research fellow who expands the work of the Centre via relevant research and writing, with a special focus on China and its global relations and continued support for Centre research and conference attendance.

In addition to the East West Centre initiatives, students studying within Bond's School of Sustainable Development have the opportunity to participate in a variety of study tours for credit or as electives, including the 'World Study Tour' to Asia or China.

Encouraging Philanthropy

Bond is developing a strong culture of giving amongst students, through a student led Philanthropy Council and Graduating Class Gift Program, and alumni and the Bond Community through an Annual Fund Campaign, which supports student experience opportunities and bursaries. The Student Opportunity Fund Campaign assists students to undertake extra curricula activities to attend internships, international study experiences and sporting activities.

Bond is also engaging with a range of individuals and organisations to encourage support for the University, in the form of industry partnerships to assist students with internships, research and graduate outcomes, infrastructure maintenance and to encourage donations to support scholarships.

3.3.3 Performance indicators and targets

The purpose of the engagement performance indicators and targets is to assist the University and the Commonwealth in monitoring the University's progress against the Commonwealth's objectives and the University's strategies for engagement.

The University will aim to meet the engagement performance indicators and targets set out in the following table.

Note: All calendar year references below refer to the previous year's data collection.

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of active collaborations ⁴ with industry and other partners in Australia	48	52	58	62	68
Number of active collaborations ⁵ with industry and other partners overseas	18	20	22	24	26
Category 3 Income	1,550,137	1,700,000	1,800,000	1,900,000	2,000,000

⁴ Collaboration involves active joint participation with other organisations, by contributing resources such as intellectual property, knowledge, money, personnel or equipment, with the aim of obtaining a shared goal or objective. Straight fee-for-service arrangements, such as contracts and consultancies, are deemed not to be collaborative and are therefore excluded. Collaboration with Cooperative Research Centres (CRCs) is also to be excluded. This definition is in line with the ABS and OECD definitions of collaboration.

⁵ See footnote 8 for a definition of collaboration.

PART FOUR: TEACHING AND LEARNING

4 TEACHING AND LEARNING

4.1 Student enrolments

4.1.1 Commonwealth objectives

The Commonwealth is committed to expanding higher education to provide high quality opportunities for people of all backgrounds to participate to their full potential. An expanded higher education system will educate the graduates needed for Australia's future economy, which will be based on knowledge, skills and innovation.

The main objectives of the Commonwealth are to ensure that:

- by 2025, 40 per cent of all 25 to 34 year olds will hold a qualification at bachelor level or above;
- by 2020, 20 per cent of undergraduate enrolments should be students from low socio-economic backgrounds;
- national parity for Aboriginal and Torres Strait Islander students and staff is achieved over time; and
- universities are producing graduates that meet the nation's skills needs.

These objectives are supported through the Commonwealth Grant Scheme and, in particular, the demand driven funding of students in bachelor level courses.

4.1.2 University strategies

The University's overall strategies for student enrolments are defined in Part 1. Our strategies for student enrolments are consistent with the Commonwealth's objectives; however, as we receive no CSP funding, the specificity around load planning requested of those universities that receive CSP funding is not applicable to Bond.

The University will pursue moderate and sustainable growth over the period of the compact. This will include maintaining our contribution and emphasis on undergraduate education in South East Queensland. At the same time we will pursue strategies for greater penetration into new international markets and develop high quality international partnerships. We will expand our postgraduate coursework programs in a flexible manner having regard to industry and professional markets. We will improve our brand presence in key regional centres. We will expand our ambitions for Indigenous engagement and participation. We will examine the feasibility of new disciplines.

4.2 Quality

4.2.1 Commonwealth objectives

A focus on teaching and learning quality underpins the Commonwealth's vision for Australia to be one of the most highly educated and skilled nations in the world.

The Commonwealth has made a commitment to provide more autonomy to universities through the removal of funding caps on Commonwealth supported bachelor level places. In turn, the Commonwealth requires the University to participate in the higher education quality arrangements which are overseen by the Tertiary Education Quality and Standards Agency. The arrangements are designed to support academic autonomy while ensuring that the achievement of standards can be demonstrated and that there is a strong focus on enhancing the quality of teaching and learning while expansion of the higher education system meets national participation ambitions.

The Commonwealth's commitment to quality is demonstrated through initiatives such as the Office for Learning and Teaching, which provides a suite of grants, awards and fellowships to recognise quality and promote innovations in learning and teaching.

The University also has obligations under the quality and accountability requirements in Division 19 of HESA. This compact does not change those obligations.

4.2.2 University strategies

Quality of Learning and Teaching

Quality of learning and teaching at Bond is of utmost importance. The lowest student to staff ratio in the country means a more personalised experience and greater access to lecturers. Emphasis is also placed on activities outside the classroom for a balanced student experience. Bond is well recognised for its genuine commitment to the individual student.

Evidence of the success of Bond's approach to the student learning experience is found in outstanding results from national surveys of student engagement and satisfaction.

- Students have rated Bond, on average, the top university in Australia for the past ten years for Good Teaching, Generic Skills, and Overall Satisfaction in the Australian Graduate Survey (AGS)
- Bond has participated in the pilot and full trial of the Commonwealth sponsored University Experience Survey (UES). In both years students rated Bond significantly higher than the Australian average in all focus areas.
- The past four years participation in the Australasian Survey of Student Engagement (AUSSE) confirm Bond students are some of the most engaged in Australia.

In the 2013 - 2017 Strategic Plan Bond has renewed its commitment to providing a uniquely personalised and transformational student experience. In addition, the Plan makes a specific commitment to "ensure the highest quality of teaching".

Staff Development

The Bond Office of Learning and Teaching (OLT) supports the University's strategic goals by providing leadership in the promotion, development and advancement of excellence in learning and teaching.

OLT has authored five resource booklets on learning and teaching quality, available to staff as online books and in print format. The booklets apply theory and National Good Practice Guidelines to the specific context, student body and policy framework of Bond University.

Workshops are offered upon request of staff and/or Faculties to apply the content of the resource booklets to early career academics, specific disciplines and/or student groups. Two of the most popular workshops are Learn to Teach/Teach to Learn and Practical Approaches to Tutoring.

OLT personnel regularly initiate one-on-one and small group meetings with Associate Deans of Learning and Teaching and other Faculty-based leaders for two-way collaborative development of academic development initiatives. These opportunities are also used to identify academics to champion learning and teaching innovation and share approaches between faculties.

The University Learning and Teaching Committee meets regularly and provides a forum for identifying and progressing innovative practice, quality assurance initiatives and academic development opportunities. In 2013, Bond University submitted five Seed Grant and one Innovation and Development Grant applications to the Australian Office for Learning and Teaching. Each of these proposals involves multi-institution collaboration and all focus on dissemination as key deliverables

Measuring Performance and Recognition of Good Teaching

Teaching excellence is recognised in Bond's academic promotions process. Promotion arrangements for academic staff include the assessment of teaching performance using student feedback. Successful promotion is based upon the applicant's ability to demonstrate they are performing at the level to which they are seeking promotion including Teaching and Teaching Leadership.

Good teaching is publically recognised through a progression of Faculty, University and National awards. Each level of award is integrated and aligned in expectations, content requirements,

evidence, scholarship, peer development and peer review. Through the OLT, Bond University coordinates applications and nominations for national learning and teaching citations, awards, fellowships and grants.

At the University level, the Vice Chancellor's Quality Award for teaching excellence is awarded annually to teachers who have provided a sustained, distinctive and specific contribution to learning and teaching. Nationally, the Office for Learning and Teaching Australian Awards for University Teaching are designed to recognise quality teaching practice and outstanding contributions to student learning. Bond teachers have been recipients every year since the awards began in 2006.

Scholarship

As part of assuring subject quality the University has a strong commitment to ensuring all teaching is founded on current research. The Bond University Curriculum Review, which is applied to each subject and involves internal and external review elements, requires consideration of the extent to which original research has played a part in the development of the subjects taught.

A requirement of the subject review process is that the application of research or scholarship to the ongoing development of the subject must be evidenced. The University views this requirement from two perspectives:

1. From the student perspective research-based teaching provides students with long-term skills and attitudes to knowledge which will serve them throughout their lives in many professional capacities
2. From the staff perspective research-based teaching fulfils the obligation, incumbent on a research-based University, to provide students with undergraduate and postgraduate teaching which reflects high-level knowledge and the most recent research findings.

Student Engagement and Outcomes

That Bond students are some of the most engaged in the country is verified through survey results and is a product of Bond's focus on the individual student in combination with good teaching informed by the latest research and relevant real world examples. Graduate attributes are skills or qualities that are embedded within a program of study and, along with the Core subjects, ensure students emerge from their degree as desirable work-ready graduates with the capability and aptitude to assimilate quickly into a workforce.

Bond University is committed to continuous improvement and monitors the quality of students' experience of learning and teaching through various surveys. All surveys point to high levels of student satisfaction and, while the majority are content, Bond is continually analysing and identifying areas for improvement. Surveys that provide benchmarking data and identification of continuous improvement opportunities are the Australian Survey of Student Engagement (AUSSE), University Experience Survey (UES), Australian Graduate Survey (AGS) for course experience and graduate outcomes, International Student Barometer; and Student Support Services surveys. Services such as IT, library and facilities are benchmarked through the relevant peak bodies.

Bond also evaluates individual subjects and teachers on an annual basis and in 2012 moved to an online system. The eTEVALs process at Bond is distinctive in many ways with response rates consistently over 85%; a process designed and maintained in collaboration with the student association; separate educator and subject evaluations; and comprehensive communication with students and staff.

Annually, 97,000 eTEVALs are administered with separate subject and educator surveys. Bond University has four interacting processes to apply eTEVAL data to learning and teaching improvement.

1. A suite of data-rich reports are prepared and provided every semester for the Deans and Associate Deans Learning and Teaching (ADLT) in each of Bond's Faculties. OLT meets

with each Dean and/or ADLT to develop a subsequent response strategy including professional development.

2. eTEVAL threshold and aspiration targets for response rates and ratings are used as indicators of overall university performance.
3. eTEVAL data reporting is a mandatory component of annual professional development reviews of all Bond lecturers and of applications for promotion and internal teaching awards.
4. Bond is currently implementing a refined student feedback process. Key steps will be:
 - a. Qualitative data analysis applied to student comments.
 - b. Prevalent feedback extracted.
 - c. Faculty-based academics and leaders meet to identify responsive actions and specific dates of implementation.
 - d. The resulting reports are linked, for student access, to Learning Management System Course Sites and Course Outlines.

Bond University has initiated network relationships with seven other Australian universities in order to discuss, share and benchmark SECT processes and outcomes.

In order to further monitor and assure the continuance of quality learning and engagement, Bond University is developing a full content repository of learning outcomes, assessment and feedback dates and types, introduction/ development/assurance of student learning and graduate attributes through the Blackboard Learning Management System. Incorporating Blackboard Learning Analytic tools will allow Bond University to collate and compile reports that go beyond individual and discrete subjects. Strengths and areas for improvement will be identified and actioned.

Note: All calendar year references below relate to projects and awards in that calendar year.

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of active learning and teaching projects supported by the PELTHE6 program where the University is the lead institution	0	2	3	3	4
Number of active learning and teaching projects supported by the PELTHE7 where the University is a partner institution	1	2	3	3	3
Number of citations for outstanding contributions to student learning	1	2	3	3	4
Number of awards for teaching excellence	0	1	1	1	2
Number of awards for programs that enhance excellence	0	1	1	1	2

⁶ Promotion of Learning and Teaching in Higher Education - the program provides learning and teaching grants, awards and fellowships and is administered by the Office for Learning and Teaching.

⁷ See footnote 10 for definition.

4.3 Equity

4.3.1 Commonwealth objectives

The Commonwealth is committed to a fair and equitable higher education system that provides equal opportunity for people of all backgrounds to participate to their full potential and the support to do so.

In particular, the Commonwealth has an ambition that by 2020, 20 per cent of higher education enrolments at the undergraduate level will be people from low socio-economic status (SES) backgrounds.

The Commonwealth expects all universities to play a part in meeting the Commonwealth's higher education participation ambitions, consistent with the objectives and regulatory requirements of Commonwealth funding.

The Commonwealth funds a range of programs to encourage and support access to and participation in higher education by people from low SES backgrounds and other under-represented groups, including the Higher Education Loan Program and Student Income Support.

The Commonwealth will monitor the University's equity performance through the reporting requirements and evaluations of programs and initiatives. The University's performance in meeting equity objectives will also be linked with teaching and learning Performance Funding targets.

Universities have obligations under the fairness requirements in Division 19 of HESA. This compact does not change those obligations.

4.3.2 University strategies

The University's focus on an exceptional student experience delivers excellent outcomes for all students regardless of their social or economic background.

Bond University offers a number of scholarships for entering and continuing students. About ten per cent of income is reserved for need-blind scholarships. The FEE-HELP loan scheme also provides financial assistance to students who may not have otherwise been able to study at Bond.

Student support services are made available to all students at Bond. As part of the support of students, operational strategies are in place to identify students who may require additional support. An emphasis is placed on early identification and action for those experiencing difficulties. Identification of students at-risk is aided by small class sizes where students and staff interact at an individual level. This contributes to a high retention rate with 87% of first year undergraduate students returning the following year.

Students who are identified as at-risk may be referred to Student Learning Support where a variety of support services are available free of charge. Students may also self-refer to this service. The Student Learning Support team offers personalised help in one-on-one sessions and small group workshops or seminars to improve skills in oral presentations, citing and referencing, grammar and punctuation, reading skills, structuring essays, time management, and preparing for exams.

Study Support is another service offering sessions at the beginning of each semester on study techniques, self-awareness and memory function. This service includes advocacy in case of serious issues affecting a student's ability to complete assignments or examinations.

In addition to academic support, there are a variety of personal support services at Bond including support for students with disabilities, counselling services and pastoral care. Participation in life outside the classroom is encouraged through a large social and sports program and the small number of students, small class sizes and small campus promotes strong relationships and community spirit.

Students are also involved in a mentoring program called BondMate, which is designed to help new students settle into academic and social life at Bond University and to life on the Gold Coast. New students can apply to be teamed up with an existing student who will show them around the campus, introduce them to other new students and tell them about all the best places to go on the Gold Coast.

The combination of quality teaching, individual attention, support services and collegiality at Bond provides an environment in which students perform exceptionally well and are some of the most engaged in the country with excellent completion rates and outcomes. As a result, Bond is well placed to support students from under-represented groups and low socio economic backgrounds. However, as a Table B provider Bond is not eligible for grants to promote equality of opportunity in higher education. The University would welcome discussion on access to equity funding with the Commonwealth.

4.3.3 Participation and Social Inclusion Targets

Proportion of domestic undergraduates who are from a low SES background

Baseline for improvement target: **To be determined**

Principal Performance Indicators	2014 Reward Payment (target for 2013 students)	2015 Reward Payment (target for 2014 students)	2016 Progress target (target for 2015 students)
Excellence Target	To be determined	To be determined	To be determined
Improvement Target	To be determined	To be determined	To be determined
Outcome	-	-	-

Proportion of domestic undergraduates who are from another underrepresented group

Baseline for improvement target: x% (Either 2009 or average of 2008 and 2009 data)

Principal Performance Indicators	2014 Reward Payment (target for 2013 students)	2015 Reward Payment (target for 2014 students)	2016 Progress target (target for 2015 students)
Improvement Target	To be determined	To be determined	To be determined
Outcome	-	-	-

4.4 Teaching and Learning Infrastructure

4.4.1 Commonwealth objectives

The Commonwealth is committed to the development of world class higher education infrastructure. A contemporary, technology rich, well designed and equipped campus environment has a positive influence on staff and student performance and satisfaction.

While the responsibility for capital infrastructure development and maintenance rests with the University, the Commonwealth's commitment is demonstrated through programs such as the Education Investment Fund. Universities also utilise Commonwealth Grant Scheme funding for capital works and maintenance.

The Commonwealth will monitor the University's infrastructure performance, through the Institutional Performance Portfolio/CAMS.

4.4.2 University strategies

Bond University is committed to delivering and maintaining the highest quality infrastructure including the latest technology in line with the goal of delivering a quality student experience. The campus, on the shores of Lake Orr, is often commended for its striking beauty.



Bond students rated the campus buildings including accommodation the best in the country in the 2012 International Student Barometer (ISB) survey. In the new University Experience Survey (UES), later year students rated the quality of Learning Resources, which includes teaching space, student space, IT, laboratories and library resources and facilities, 15 points above the Australian average.

Specialised learning facilities include the Legal Skills Centre with two full-scale electronic moot courts presenting an ultra-contemporary courtroom setting that replicates the very latest technology used in the High Court of Australia; the Macquarie Trading Room with live ASX streaming and state of the art trading room facilities; and the Balnaves Foundation Multimedia Learning Centre with next generation technology. Such facilities allow Bond students to gain practical experience in real-world settings. Technology is incorporated campus-wide to enhance the learning experience and underpin the superior teaching and learning environment the University aims to create.

The University has extensive wireless coverage in campus buildings with saturation extending to surrounding outdoor areas. In 2012, Wi-Fi access points were upgraded to increase capacity and for 2013 there are plans to expand outdoor wireless coverage and also upgrade Wi-Fi capacity in student accommodation buildings.

Bond's tri-semester structure ensures maximum return on infrastructure investment. The University has a program for maintenance and regeneration of existing facilities to meet contemporary teaching and research needs and student expectation in addition to establishing new facilities to manage expansion. Major asset improvements in 2011 included:

- Refurbishment of 70 rooms within the central student accommodation complex;
- Commencement of construction of the School of Architecture building;
- Refurbishment of the Career Development Centre (CDC); and
- A substantial refurbishment of the central library into a contemporary space providing formal and informal study and learning spaces.

In 2012, work has continued with construction of the Soheil Abedian School of Architecture building. Work commenced on the construction of a new Facilities Management building and was completed in June 2012. The Architecture building is due for completion at the end of April 2013. Work was also undertaken in 2012 in respect to top dressing and levelling the sports playing fields as part of a commitment to strengthen Bond's sports brand.

In August 2012, the University Foundation acquired a building within the Robina Town Centre precinct to accommodate the Bond University Institute of Health and Sport. The building provides an investment return to the endowment fund as well as the provision of additional space for use by the Faculty of Health Sciences and Medicine medical students, sports science students,

researchers under the Collaborative Research Network Advancing Sports Science and professional sport-related research projects. Part of the building will also be fitted out as a learning environment integrating technology and flexible furnishings to cater for students in the health sciences. In addition to this, the fourth floor of the building will be used for community outreach with a particular emphasis on Indigenous education and opportunities.

The University plans to build on this sporting platform with improved utilisation of the Olympic size swimming pool and refurbished sports fields for community, sporting teams and sports research. Several members of the Australian swim team trained at Bond prior to the London Olympics and Bond partnered with the Rugby 7s tournament, offering fields for training. Bond's facilities will also be available and utilised during the 2018 Commonwealth Games.

Major capital expenditure commitments over the next two years include:

- Completion of the Soheil Abedian School of Architecture building;
- Possible acquisition and refurbishment of a Varsity Parade property from the endowment fund for purposes of housing research projects;
- Completion of infrastructure works on the sports playing fields;
- Refurbishment and fit out of the Bond University Institute of Health and Sport building; and
- Refurbishment of the Health Science's laboratories to comply with the Physical Containment Level 2 Laboratory (PC2) requirements

For the period 2014 through 2017 no major projects are identified and will only emerge following a detailed evaluation of new opportunities and initiatives.

A strategic action in the University Strategic Plan 2013-2017 is to examine feasibility of new disciplines. A condition prior to pursuing these initiatives would be sufficient funding from a government grant funding (e.g. EIF) or philanthropy. No forecast capital allowance will be made for these initiatives until a business case and capital plan has been developed and considered by the University Council and funding sources have been identified.

The University remains committed to developing a one-stop shop student support and services centre facilitating a streamlined experience. Works commenced in 2009 with the Student Experience Centre and continued in 2011 with the Career Development Centre. The Admissions team has been reallocated to the Office of the Pro-Vice Chancellor (Students and Academic Support) in order to improve communication and processes around services. Further identification of needs will result in the final co-location of all services by 2017.

The efficient utilisation of infrastructure is important in optimising value for money and this is monitored using a range of KPIs and benchmarking including surveys. The University participates in the annual Tertiary Education Facilities Management Association (TEFMA) benchmarking. Bond has no backlog maintenance listed under the annual TEFMA review. In 2012 Bond participated in the Queensland Government Smart Energy Savings Program and has identified many areas for efficiencies in energy consumption.

Investment in cutting edge facilities and technology will continue to attract students and lead to increased efficiencies and effectiveness in business processes.

5 RESEARCH AND RESEARCH TRAINING

A range of research and research training performance indicators and targets are proposed in this section. Principal Performance Indicators are compulsory and institutions may voluntarily nominate optional performance indicators and targets considered reflective of individual institutional goals.

The Commonwealth recognises universities have diverse missions and, consequently, targets and performance will vary between institutions. Each university should develop performance indicators and targets to reflect its individual performance and strategic direction.

5.1 Research performance and research capability

5.1.1 Commonwealth objectives

The Commonwealth encourages excellence in research performance and the strengthening of research capability. Particular objectives are to:

- progressively increase the number of research groups performing at world class levels, as measured by international performance benchmarks; and
- promote collaboration, amongst universities, across sectors, between researchers and industry Australia and internationally.

The Commonwealth, through the Australian Research Council (ARC), conducts the Excellence in Research for Australia (ERA) which evaluates the quality of research undertaken at Australian universities by discipline against international benchmarks. ERA is used to assist in determining funding in the Sustainable Research Excellence in Universities program administered by the Commonwealth.

5.1.2 University strategies

Research at Bond University has continued to grow over the past few years due to a commitment and focus on growing areas of strategic research strength and supporting emerging areas of research. Furthermore, during 2013 a review of Bond's Research Strategy will ensure we maintain moderate growth in the current fiscal environment, our areas of research strength remain a core focus and new opportunities are realised. The strategy will focus on five key themes:

- 1. Workforce**
 - a. Capacity Building
 - b. Recruitment (routine and strategic)
 - c. Professional Development Review processes
 - d. Retention
 - e. Targeted campaigns
- 2. Research Training**
 - a. Number of HDR students
 - b. Quality Improvement
 - c. Quality supervision
 - d. HDR Support
- 3. Priority Research Areas**
 - a. ERA aspirations
 - b. Strategic priority of sport
 - c. Mapping areas of teaching/research strength
- 4. Research Infrastructure**
 - a. People
 - b. Office of Research Services
 - c. Governance
 - d. Physical infrastructure
- 5. Collaborations**
 - a. International

b. Domestic

The Research Strategy will ensure that research at Bond University will remain focused – with an emphasis on quality. Over the next five years we aim to increase our research profile in priority areas where we will build research quality and leadership; where we can highly integrate teaching and research; where interdisciplinary contributions can lead to major advances, and where we can have an impact on the local, national and international community.

Bond University's ERA results will play a role in determining the research priority areas which will form a part of the 2013-2017 Research Strategy. Bond will work to improve research areas which are performing at or above world class and also look to ways to encourage improvements in those areas which received below world standard results. Strategies will include priority for funding and scholarships, additional opportunities for scholarships with external partners, incentives for international collaborations and more streamlined access to administration support.

The Research Strategy will be underpinned by a Research Budget Strategy to ensure there is adequate allocation of funding and resources to support initiatives now and into the future. The Budget Strategy will be targeted towards research priority areas but also support research generally across the university.

- The University has a range of strategies to support high performing research areas and encourage emerging research areas, for example:
- A new methodology for the allocation of the 2013 Research Budget was developed that recognises the importance of publications supporting the University's drive for research excellence in addition to external research income and higher research degree completions.
- The new methodology will also include a pool of centralised funding to support a range of strategic research initiatives and funding to support our Research Centres.
- Additional funding provided to high performing medical disciplines at Bond to support laboratory upgrades to expand the research effort. Bond University's Medical and Health Sciences received an ERA score of 'above world standard' in the 2012 assessment.
- During 2013 a review of our Research Centres will be undertaken to ensure they are cost effective, efficient and align with the University's priority research areas.
- During 2012 Bond University acquired a new building which was renamed the Bond Institute of Health and Sport. From this building Bond will lead a \$14 million, three-year Collaborative Research Network (CRN) Advancing Sports and Exercise Science project working with the Australian Institute of Sport, The University of Queensland Diamantina Institute and The University of Sydney as well as a professional sport-related research projects. The CRN is a major opportunity for Bond to build research capacity and strengthen collaboration with universities and industry.

An immediate expected outcome of the CRN program is a measurable increase in the level of research collaborative activities between universities. This will be reflected by (but is not limited to):

- o An increase in joint research publications
- o An increased in joint applications for competitive grants
- o An increase in join supervision of HDR students
- o An increase in the number of 'research active' or 'research only' staff
- In 2011 an external review of Research Ethics was undertaken. The review included the management and conduct of research ethics processes at Bond including human ethics, animal ethics, bio-safety and research conduct and integrity. During 2012 the recommendations from the review were implemented bringing Bond University Research Ethics up to industry best practice. For example Bond University now uses a paperless Ethics Application and Assessment process. Bond encourages staff and students to publish appropriate data sets as part of the Australian National Data Service project.
- As part of the development of the 2013-2017 Research Strategic Plan Bond will be setting new Key Performance Indicators to ensure we can measure our success and monitor areas that need additional support.

Bond University is committed to recruit and retain high quality researchers using a range of strategies:

- Bond University continues to provide Vice-Chancellor research grants to support emerging researchers. During 2012, \$285,000 was awarded to 21 researchers under this scheme.
- Every research-enabled academic on a continuing appointment is entitled to one non-teaching semester each year to engage in intensive research or study.
- Bond University will ensure all potential academic staff are profiled (using publication analysis) to determine their research history prior to employment.

Bond's commitment to continuous improvement and focus on best practice is evidenced in the following improvements in research data collection reporting and analysis

- Benchmarking of Bond's research performance nationally and internationally.
- Monitoring progress of Bond's research profile using research KPIs.
- Developing research reports which enable senior management to easily analyse research outcomes at a University, Faculty, School and individual researcher level.

5.1.3 Performance indicators and targets

The purpose of the research performance and the research capability performance indicators and targets is to assist the University and the Commonwealth in monitoring the University's progress against the Commonwealth's objectives and the University's strategies for research performance and research capability.

The University will aim to meet the research performance and research capability performance indicators and targets set out in the following table.

Principal Performance Indicators	ERA 2010	ERA 2012	ERA 2015 Target
Number of disciplines, as defined by two-digit Fields of Research (FoR), performing at world standard or above (3, 4 or 5)	3	2	3
Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5)	3	5	7

Disciplines the University commits to demonstrating substantial improvement in as defined by two-digit FoR and/or four-digit FoR	Disciplines nominated in 2011–13 Compact	Disciplines nominated in 2014–16 Compact
	1117 Public Health and Health Services 17 Psychology and Cognitive Sciences 1701 Psychology	1701 Psychology 1503 Business and Management 1502 Banking, Finance and Investment

Note: All calendar year references below refer to the previous year's data collection.

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Category 1 income	2,093,337	2,500,000	2,600,000	2,700,000	3,000,000
Category 2 Income	616,445	650,000	700,000	750,000	800,000
Number of joint research grants in Australia	23	25	27	29	31
Number of joint research grants overseas	5	6	7	8	9
Number of jointly supervised PhD students in Australia ⁸	9	11	13	15	17
Number of jointly supervised PhD students overseas ⁹	1	2	3	4	5

5.2 Research training

5.2.1 Commonwealth objectives

The Commonwealth encourages excellence in the provision of research training. Particular objectives are to:

- support research excellence and develop an internationally competitive research workforce in Australia through high quality research training;
- develop an internationally competitive research workforce in Australia through high quality research training; and
- significantly increase the number of students completing higher degrees by research over the next decade.

5.2.2 University strategies

During 2013, as part of the review of the Bond University Research Strategic Plan, growth targets will be set for HDR enrolment, load, and timely completions. The HDR targets will allow Faculties to make strategic decisions about HDR student enrolments keyed to areas of research excellence.

Bond will support the growth HDR targets (five new net places per annum per year) by implementing a range of strategies such as:

- Developing a range of new scholarships to attract high quality applicants to our HDR program. These will include scholarship opportunities with business and industry. The new scholarship places will be aligned to our areas of strategic research importance.
- The Research Strategy will be placing a focus on professional HDR degrees.
- A communications campaign will be explored to overcome the myth that HDR study at Bond is unaffordable. The Research Training Scheme allows eligible students undertaking Research Doctorate and Research Masters degrees to study with no fees. Growth in our RTS funding will also enable Bond to increase our HDR training over the coming years.

⁸ Please provide the number by headcount of jointly supervised HDR students enrolled in your institution who have a supervisor from an external organisation in Australia (examples include someone from a government organisation, hospital or another university).

⁹ Please provide the number by headcount of jointly supervised HDR students enrolled in your institution who have a supervisor from an external overseas organisation (examples include someone from a government organisation, hospital or another university).

- We will make explicit to students and supervisors that HDR funds are available to support strategic travel, conference attendance and other strategic initiatives.
- A new team model approach for HDR supervision will support timely HDR completions, promote innovation and strengthen accountability and career development.
- A focus on service and a more personalised experience for HDR students. This will be provided by streamlining our administrative processes and support which will be delivered by dedicated Research Coordinators in each Faculty. These staff members will also be well placed to assist with student collaborations with other universities.
- The Research Strategy will place a focus on collaboration. This includes initiatives such as the promotion of external co-supervision. For example, external co-supervision has been mandated for HDR students participating in the Collaborative Network Agreement.
- Ensuring adequate access to space and hardware for HDR students to promote productivity.
- Strengthening foundational HDR training including epistemology, methods, ethics and communication.
- Enhancing supervisor training and development.

In addition, within the Research portfolio a new academic role has been established to provide support for HDR matters. The new role provides ongoing strategic leadership and management of the implementation of the University's HDR research strategy and policy, including fostering strategic change and development in research, research training and HDR student affairs. The position will Chair the Higher Degree by Research (HDR) Sub-Committee of the Bond University Research Committee. The Chair is also supported by the newly established Executive Officer (Research) and a new Research Scholarships Officer position.

Quality, skill development and support

A survey of the HDR students was undertaken in late 2012. The HDR student survey was developed in consultation with the Research Office, University Research Committee and the University Survey Manager. It was based on the Postgraduate Research Experience Questionnaire (PREQ) of the Australian Graduate Survey (AGS) with additional questions around administration and support. The use of the PREQ enables national benchmarking that was previously unavailable due to the small numbers captured in the AGS. The University will use the information from this survey to improve the quality of the student experience and the support provided to HDR students. The survey will be administered regularly to provide longitudinal information on changes in the HDR student experience.

Generic skills and innovation capabilities are being supported through the Bond University Professional Practice Program (BUPPP) run by the Career Development Centre. BUPPP is a non-traditional subject that has been designed to provide a learning framework around employability experiences to enhance Employment Outcomes. More information is provided in Section 3.2.

Bond also continues to support HDR supervisors by offering For Improving Research Supervisor and Training (FiRST) training. FiRST provides a range of resources that help supervisors improve the quality of and their expertise in HDR supervision.

Funding and support available

Bond University HDR domestic students are supported by RTS funding. The majority of international students are granted a 100% tuition fee waiver scholarship. In 2013, approximately 70% of our HDR students were domestic students on RTS and 30% were international students. In addition, to assist in living expenses many HDR students receive a stipend. In 2012 there were 14 students with Australian Postgraduate Awards.

The University continues to award a range of scholarships and stipends for students in HDR programs and is increasing the total level of support in line with a growing HDR cohort. The 2013 Research Budget provides research related travel funds up to \$4,000 per PhD student and \$2,000 per Research Masters.

5.3 Performance indicators and targets

The purpose of the research training performance indicators and targets is to assist the University and the Commonwealth in monitoring the University's progress against the Commonwealth's objectives and the University's strategies for research training.

The University will aim to meet the research training performance indicators and targets set out in the following table.

Note: All calendar year references below refer to the previous year's data collection.

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
HDR student load	129	134	139	144	149
HDR student completions by masters	2	5	15	8	9
HDR student completions by doctorates	8	17	28	27	58

PART SIX: GENERAL PROVISIONS

6 GENERAL PROVISIONS

6.1 Compact Review

6.1.1 The Commonwealth and the University will review the compact annually. This review will be a mechanism for considering progress made towards agreed goals outlined in this compact. Compact review will aim to ensure that the Commonwealth and the University will continue to focus on key objectives and strategies and will be an opportunity to consider developments that may impact on the compact or trigger a need to change the compact.

6.1.2 To facilitate this review the Commonwealth will produce an annual Institutional Performance Portfolio and the University agrees to contribute to the annual Institutional Performance Portfolio Information Collection (IPPIC). The Commonwealth will consult with the higher education sector on the information collection requirements and any issues arising from the IPPIC process.

6.2 Privacy and information sharing

6.2.1 Subject to clause 6.2.2 below, the University acknowledges and agrees that any information it provides to the Department for the purposes of this compact, may be accessible under the *Freedom of Information Act 1982* and may also be:

- published by the Commonwealth in any manner in accordance with any legislative requirement;
- used by the Department for any purpose of the Commonwealth, including dealings with other Commonwealth or State or territory agencies;
- used in reporting to or answering questions from a Minister of State of the Commonwealth or a House or Committee of the Parliament of the Commonwealth; or
- disclosed where the Commonwealth is required or permitted by law to do so.

6.2.2 The Commonwealth and the University agree to carry out their roles under this compact in accordance with any obligations they have under the *Privacy Act 1988* or any state or territory law relating to the protection of personal information.

6.3 Changing the Compact

6.3.1 Either party may propose changes to this compact at any time. Any variation to this compact is to be in writing and signed by the University's, and the Commonwealth's Representatives.

6.4 Notices

6.4.1 A party wishing to give notice under a provision of this compact:

- a. must do so by sending it to the other Representative set out in clause 6.4.2; and
- b. must, if a response is required to the notice, set out the time in which the response is to be given;

6.4.2 The Representatives are:

- a. University Representative
Professor Tim Brailsford,
Vice Chancellor & President
Postal Address: Chancellery, Level 6, Bond University, 14 University Drive, Robina
QLD 4229
Phone: +61 7 5595 1050
Fax: +61 7 5595 1026

b. DIICCSRTE Representative
Division Head
Higher Education Group
Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education
GPO Box 9839
Canberra ACT 2601

OR

compacts@innovation.gov.au

6.5 Dictionary

In this compact, unless the contrary intention appears:

‘Department’ means the Commonwealth Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education or any successor.

‘HESA’ means *the Higher Education Support Act 2003* and includes any subordinate legislation or Ministerial determination made under that Act.

‘Institutional Performance Portfolio’ (IPP) is a report which provides an historical record of a university's performance based on information provided by the University and an analysis of the Higher Education Data Collections. An IPP will be prepared by the Commonwealth for the University annually using the latest available data.

‘Institutional Performance Portfolio Information Collection’ (IPPIC) is a set of Commonwealth instructions requesting that universities provide a submission to the Commonwealth, endorsed by the University's chief executive, that includes student, staff, financial and research information needed for the preparation of an Institutional Performance Portfolio for that university.

‘Minister’ means the Minister for Tertiary Education, Skills, Science and Research.

‘Mission’ means the University's Mission set out at Part One of this compact as amended in accordance with the variation provisions in this compact from time to time.

‘TEQSA’ means the Tertiary Education Quality and Standards Agency.

‘Term of this compact’ means the period set out in Part B of the Context of this compact.

‘University’ means Bond University, ABN 88010694121

Signed for and on behalf of the Bond University

by

.....
Signature Date

Professor Tim Brailsford
The Vice Chancellor & President

In the Presence of:

.....

WITNESS

.....

Full name and occupation or profession of witness (Please print)

SIGNED for and on behalf of
THE COMMONWEALTH OF AUSTRALIA

by

.....
Signature Date

Mr David de Carvalho
the Head of Division
of Higher Education Division
of the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education
a Delegate of the Minister for Tertiary Education, Skills, Science and Research

In the Presence of:

.....

WITNESS

.....

Full name and occupation or profession of witness (Please print)