



2025-2026 Mission-Based Compact Between the Commonwealth of Australia and Bond University

Purpose

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

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

Mission and Strategic Planning

Bond University's Mission and Strategic Plan

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

The [Bond University Strategic Plan 2023-2027](#) sets out the values, priorities and ethos that make Bond distinctive within the Australian sector. The Strategic Plan is supported by an implementation plan and an operating budget with key accountabilities, deliverables, and performance measures. Progress on implementation is regularly reported to the University Council.

- ***Workforce and Skill Needs***

Bond University is committed to addressing workforce shortages and skill needs by preparing job-ready graduates for current and future employment environments. We achieve this by regularly reviewing our [Graduate Attributes](#) both internally and with input from external industry stakeholders, which are embedded throughout each academic program. This ensures that our graduates have the knowledge, skills and capabilities to succeed and positively contribute to the world of future work.

- ***Student and Staff Safety***

Bond University has implemented multiple safety initiatives, encompassing:

- 24/7 Bond University Crisis Line for students to complement onsite [Counselling](#) and [Medical](#) services;
- 24/7 onsite [Security](#) to support students and staff;
- [Cyber Security](#) measures for students and staff including awareness education;
- Extensive [Support](#) and [Wellbeing](#) services for students including Bond's commitment to [Safe and Respectful Communities](#);
- Online BondCare platform for [Reporting and Referring Student Wellbeing and Safety Matters](#) including gender-based violence;
- Employee Assistance Program (in partnership with Converge International) to support staff dealing with work and personal issues; and
- Online [Feedback and Complaints Portal](#) for students and staff to support continuous institutional improvement.

- ***Countering Foreign Interference/Cyber and Data Security***

Bond University continues to monitor foreign interference threats and has implemented policies and procedures that monitor and respond to potential threats across our range of core business activities.

We take a risk-based approach to [Cyber Security](#). Our risk response encompasses aspects of security culture, education, governance, IT supply chain awareness, technical controls, authentication and data governance, with metrics regularly tracked to monitor the progress and effectiveness of Bond's cyber security strategy.

- ***Freedom of Speech and Academic Freedom***

We recognise the role of universities as centres for critical thought and debate, as stated in Bond University's [Freedom of Speech and Academic Freedom Policy](#). We are committed to supporting the right of members of the Bond Community to hold and express diverse opinions in a respectful manner. Relatedly, we have recently amended our [Anti-Discrimination and Anti-Racism Policy](#) with reference to contemporary issues.

- ***Academic and Research Integrity***

Bond University is committed to the values of honesty, trust, fairness, respect and responsibility as the foundation of [academic](#) and [research](#) integrity. We are embracing the benefits of [Generative AI](#) technologies through the targeted and sustained upskilling of students and staff to ensure the ethical and critical use of these tools.

- ***Commitment to Reconciliation***

Bond University is committed to contributing to reconciliation with Australia's First Nations peoples as outlined in our [Innovate Reconciliation Action Plan](#).

Strategies for Improving Equality of Opportunity in Higher Education

Support for Students from Under-represented Backgrounds

Bond University fosters a [welcoming and supportive](#) campus environment for all students. We are committed to the principles of gender equality, equity, diversity and Indigenous participation in education, employment and research. Details of our commitment are provided at: [Supporting Diversity at Bond](#).

The University offers a range of [Scholarships](#) for students funded from a variety of private sources.

Our holistic and personalised approach to [Supporting Student Success](#) is well aligned to the challenges often faced by students from equity groups or disadvantaged backgrounds. Our objective is to expand educational pathways for all students. Through close monitoring of individual student progress including at-risk identifiers, we track their university journey and are able to provide early intervention and connection to a range of support services where needed. Review and intervention occur at regular intervals including a student's first study period (pre-census) and subsequently at the end of each semester. In this way, we are working to align the retention and completion rates for at-risk students with those of the overall student body.

This personalised approach to student success includes support services tailored to the needs of specific student cohorts. For example:

- ***First Nations students***

Established in 2012, the [Nyombil Centre](#) offers holistic [Indigenous Student Support](#) to our First Nations students. This is premised on providing a culturally safe learning environment where our Aboriginal and Torres Strait Islander students can thrive academically and develop their employability skills.

Bond's First Nations student population has grown to represent 1.9% of our domestic student population, 42% of whom are supported by scholarships (2024 data). The success rate achieved by our First Nations students is, at 87.9%, well above the sector average of 73.4% (2024 data).

- ***Students with disability***

Bond University does not receive government funding to support students with a disability. Nevertheless, the University is committed to facilitating [Accessibility and Inclusion](#) on campus, so that students with disabilities have access to personalised, flexible and well-supported learning opportunities.

Bond's [Accessibility and Inclusion Policy](#) provides a framework for delivering tailored support and solutions that responds to individual needs.. It outlines the processes for ensuring that students with disabilities and health conditions are provided with reasonable accommodations and adjustments to ensure they can access, engage with, and progress in their university studies and participate in broader campus life on an equitable basis.

Strategies for Improving Teaching and Learning

Admissions Transparency

[Entry requirements](#), [credit](#) eligibility information, and specific admissions criteria (including student and ATAR profiles) relating to Bond University's [undergraduate](#) and [postgraduate](#) programs are published on the University website.

Teaching Quality

Bond's high expectations for teaching quality are supported by specialist teams dedicated to coaching, mentoring, building and sustaining institutional capacity in learning and teaching. The University provides development opportunities, resources and monitored performance metrics for academic staff to ensure that high standards are maintained.

Our Learning and Teaching Plan 2023-2027 is aligned to the current [Strategic Plan](#) and focuses on:

- ***Ensuring authentic learning experiences and assessment***

Bond is committed to excellence in our approach to [learning and teaching](#), harnessing pedagogies, practices, tools and technologies that are innovative and highly participatory. We recognise the challenges arising from [Generative AI](#) and are implementing assessment reforms to ensure academic integrity.

- ***Supporting positive learning experiences and transformational graduate outcomes***

Bond prioritises personalised, authentic, and situated learning experiences delivered across a variety of modes. Embedding our [Graduate Attributes](#), the [UN Sustainable Development Goals](#), [Indigenous ways of knowing, doing and being](#), and digital and [Generative AI](#) technologies meaningfully into Bond programs, subjects, learning experiences and assessments is central to the short and long-term success of our students.

We have strategies in place to proactively identify students who may be in greater need of assistance in terms of retention and progression concerns and connect them to personalised support and intervention. Such supports include the [Academic Skills Centre](#) and [Student Wellbeing Services](#).

In addition, a specialist team provides [International Student Support](#) to our international student body. We also deliver a specific program to assist international students to transition into Bond and the wider community. These measures are supplemented by regular social and student club activities to maintain cultural connections and provide valuable support networks.

- ***Developing transferable employability skills that enable critical thinking in a rapidly changing world.***

Bond recognises the need for graduates to be highly knowledgeable in their chosen field and possess a range of transferable skills and attributes.

Undergraduate students benefit from the [Beyond Bond and Core Curriculum](#) program which focuses on developing attributes that enhance their employability including critical thinking, problem-solving and effective communication, and prepares students to transition into the workforce.

All students have access to the Career Development Centre and are encouraged to pursue internships, work experience opportunities, or other Career Development Support. Furthermore, the [Transformer](#) entrepreneurship program brings together students from all disciplines to nurture entrepreneurial capacity through skills development, mentoring and collaboration.

Bond has also established a specialised Microcredentials Unit which has developed a range of [Microcredentials](#) that are offered in various modes including self-paced, online and on-campus.

Bond University's recent [Rankings and Ratings](#) as a higher education provider are testament to the impact of these strategies.

Key measures for monitoring Learning and Teaching performance include:

- Overall satisfaction from the Student Experience Survey (SES);
- Internal Student Satisfaction and Feedback Surveys (SSAFS); and
- Number of students with an internship, work-based projects, or experience

Strategies for Improving Research, Research Training, and Innovation

The [Bond University Research Plan 2023-2027](#) is aligned to the current [Strategic Plan](#) and ensures the continuing improvement and sustenance of our vibrant and world-class [Research](#) environment by focusing on:

- ***Building and Sustaining a Strong Research Workforce and Culture***

Bond is focused on recruiting and retaining research-active academics and ensuring they are recognised and rewarded for their contributions. Through targeted [support](#) initiatives, we promote skill development in grant writing, supervision, and collaboration. Expectations for research outputs are clearly articulated and embedded into Performance and Development Reviews (PDR).

- ***Enhancing the Research Training Environment***

Through training initiatives, we are expanding the number of qualified supervisors and encouraging team supervision models to include diversity of expertise. [Higher Degree by Research \(HDR\)](#) programs are designed to meet the evolving needs of industry, with embedded internships preparing graduates for careers in and beyond academia. Each year, the University hosts an interdisciplinary HDR conference to further develop student research.

- ***Meaningful Engagement and Partnerships with Industry, Government, and Community***

We have adopted a portfolio approach to partnerships, aligning our research with pressing societal issues and sustainability priorities. We provide targeted [support](#) to help researchers develop commercial activities and deliver training to build capability and confidence in engaging with external partners.

- ***Access to Infrastructure, Support and Governance that Underpin Excellence***

We continue to invest in laboratories, equipment, data analytics platforms, and other resources that [support](#) and enable high-quality research. [Research governance](#) frameworks safeguard [research integrity](#), [ethics](#), and [compliance](#), while policies recognise and support commercialisation.

- ***Commercialisation and Innovation***

We are committed to translating research into tangible impact. We identify and nurture research with commercial potential, encourage invention disclosures, and protect intellectual property. Our [Research Centres and Institute](#), including the Centre for Data Analytics, the Clem Jones Centre for Regenerative Medicine and the Institute for Evidence-Based Healthcare, explicitly drive commercial outcomes.

The University ensures that world class research underpins the fields of education in which our programs are offered. As part of our TEQSA re-registration, a [quality assessment](#) of research was undertaken which established that more than 50% of our taught Fields of Education were supported by excellence in research.

Key measures for monitoring Research performance include:

- Increase in external research income, and improved grant success rates;
- Percentage of research outputs published in high quality journals;
- Number of qualified HR supervisors and HDR completion rates; and
- Revenue from commercialisation activities.

Strategies for Engaging with Industry

Bond University's industry engagement strategies seek to drive innovation and achieve shared success through impactful, mutually enriching partnerships: see [Industry and Partners](#).

In this regard, our focus is on:

- Continuing to support ongoing partnerships and streamlining communications between Bond and industry partners through a range of activities including Industry Advisory Boards;
- Identifying and capitalising on partnership opportunities that yield mutual benefits for all entities involved;
- Pursuing and enhancing opportunities related to sponsorship, research, and commercialisation within the industry;
- Recognising partnership agreements that offer both traditional and commercial advantages and opportunities for value exchange;
- Continuing to develop tailored internship programs in collaboration with industry partners, offering students hands-on experience and contributing to workforce readiness;
- Designing and implementing an events campaign to create avenues for discovering and enhancing executive education opportunities, which Faculties can further cultivate;
- Amplifying the brand image and reputation of Bond University within the broader industry through proactive involvement in local and regional influential boards;
- Organising regular Executive Round Tables to engage high profile industry leaders in discussions about significant and contemporary issues impacting the Southeast Queensland region;
- Facilitate industry engagement through incubators, accelerators, and innovation hubs that support student and faculty-led startups;
- Sustaining a robust industry-engaging media presence by generating opinion-based reports on crucial current topics; and
- Designing [Microcredentials](#) in collaboration with industry partners to respond to market needs.

SIGNED for and on behalf of
THE COMMONWEALTH OF AUSTRALIA
by

Jessica Mohr

Full name (please print)

First Assistant Secretary

Position
of the Department of Education

Signature

01/12/2025

Date

SIGNED for and on behalf of
Bond University
by

Professor Tim Brailsford

Full name (please print)

Vice Chancellor and President

Position

Signature

In the presence of:

Rachel Searl

Witness (please print)

Executive Officer

Position or profession of witness (please print)

Signature

In the presence of:

Rachel Davis

Witness (please print)

Executive Officer

Position or profession of witness (please print)

Signature