



Annual Report

2020



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MISSION AND KEY GOALS

THE MISSION

As Australia's first private, not-for-profit university, Bond University seeks to be recognised internationally as a leading independent university, imbued with a spirit to innovate, a commitment to influence and a dedication to inspire tomorrow's professionals who share a personalised and transformational student experience.

THE KEY GOALS

Our key goals are high level goals that imply action. They sit within and are consistent with our mission.

We will:

1. Deliver innovative programs attuned to industry and market needs.
2. Provide a service orientated culture focused on outcomes.
3. Raise our reputation, brand and the profile and impact of our research.
4. Promote commitment, agility and responsiveness within our workforce culture.

CHANCELLOR'S AND VICE CHANCELLOR'S REPORT

THE YEAR 2020 WAS ONE LIKE NO OTHER

At a time in human history where individuals, communities, economies, institutions and governments were devastated by the effects of the global COVID-19 pandemic, the University stood firm, exhibiting the perseverance and resilience for which we are renowned.

We often talk about the attributes of innovation and flexibility as core to the Bond values. Yet never before in our proud history have we demonstrated these qualities as we did in the year under review.

As Bond commenced 2020, our staff, students and community faced the impacts of bushfires that caused immense damage and hardship.

While the bushfires and their impacts were still affecting thousands of Australians, we quickly became aware of the global threat that was to escalate into the most disruptive event many of us had ever lived through.

As the COVID-19 health pandemic rapidly morphed into a humanitarian crisis of global proportions, the magnitude of the challenges facing us soon became apparent.

OUR RESPONSE WAS IMMEDIATE AND ADAPTIVE

As the extent of the pandemic became apparent, the University, Council and staff determined to face the myriad impacts of the pandemic head-on.

From the outset, we remained committed to providing a safe and healthy environment for staff, students and visitors. We began by immediately introducing precautionary measures to minimise the risk of transmission of the COVID-19 virus on campus.

Our goal was to ensure our campus was fully compliant with all government requirements and recommendations and that we were able to monitor the situation constantly, acting quickly as circumstances changed.

The University instantly formed a Coronavirus Response Team that still operates today. Its role - during the year and ongoing - is to monitor the constantly changing situation and devise appropriate responses. The team remains the central point of information, communication and policy.

We developed a COVID Safe Workplace Plan sitting within the framework of the general health advice and the specific Health Directive to Queensland universities, and we closely monitored Federal and State Government decisions to adjust our own recovery plans as new information became available.

And we prioritised communication through regular staff and student bulletins, established an intranet website that provided clear advice and links to available supports and held regular briefings with key personnel, including University leaders, student representatives, community and media, our partners and advisors from the health sector.

COPING WITH THE CRISIS

It would be fair to say that Semester One of the academic year progressed amidst a mood of uncertainty and anxiety.

The various travel, movement and gathering restrictions that were instantly imposed had a significant impact on student enrolments across the sector and Bond was no exception.

The bans weakened existing pipelines of both commencing and continuing students.

Despite physical movement becoming more difficult across Australian society, the campus remained open to all students and staff. Those who preferred to do so could study or work from home.

In a relatively short period of time, the University successfully transitioned thousands of classes, hundreds of subjects and programs, and all staff and students from standard on-campus teaching to fully remote delivery.

Staff and students came together to embrace innovation and accept the challenge. A range of staff and student learning and teaching support guides and resources were rapidly created and rolled out.

Staff were immediately equipped with the tools and technology they required to work off-campus, and students were provided with the resources to attend online lectures, conduct their research and readings, prepare and lodge assignments, connect with their teachers and each other, and complete assessment virtually.

All teaching staff were provided with small group and individualised training and development on teaching remotely and used a collaborative learning platform to engage with our students.

Targeted webinars, online training videos and a dynamic e-Guide were also designed to support students with the transition to remote and multi-modal learning, and were widely disseminated across multiple platforms.

These initiatives were exceptionally well received and provided students with a sense of security and confidence in the University's response to managing their educational experience and supporting their learning.

With a singular aim to ensure that students felt engaged in a high-quality learning experience, we offered supports such as:

- Study assistance and support sessions
- Private online academic consultations
- Additional online academic resources
- Careers advice
- Enhanced Information Technology Services help line services
- Greater access to online library services
- Online social events
- Advice and support for administrative, enrolment and other services
- Online medical consultations and counselling support.

TUITION RELIEF PACKAGE DEVELOPED

The University recognised that many of our students were financially impacted by the economic crisis caused by the pandemic.

We took the decision that all students need support in some way.

For second and third semesters, the University provided financial aid to every student, implemented through a reduction in tuition fees.

The University also established a Studnet Hardship Fund to support students for specific periods and individual circumstances of financial hardship to enable them to continue their studies and support themselves during this time of crisis.



All executive staff agreed to take a salary cut. The amount sacrificed was contributed to the Student Hardship Fund.

More broadly, we planned a response not only to consider our structural cost profile, but also to examine upside opportunities for new programs, new initiatives and new revenue streams. The Innovation Task Force was established to lead these developments and maximise the University's opportunity to sustain our recovery through 2021 and into 2022.

In August, we were able to offer those graduates who were able to attend, a Graduation Ceremony that was compliant with COVID protocols in place at the time.

YEAR END

As restrictions were lifted or altered, Semester Three proceeded via a multi-modal teaching and learning approach.

To this end, we continued to invest in new technology and many of our teaching spaces were equipped to support remote delivery from a live on-campus teaching environment.

Our learnings from Semester Two equipped us to move forward with strengthened curriculum and learning tools, as well as the capacity to provide more flexible delivery where necessary. Staff and students were provided with a range of practical resources to help them adjust to the new hybrid environment.

A new Senior Management structure was announced to provide impetus and an opportunity to accelerate plans.

What we observed in 2020 has been quite remarkable. Our academics, professional staff and students have all demonstrated a highly resilient attitude and one that we all can be proud of.

We finished the year, relieved and exhausted, but mobilised and confident to face the future.

PROGRESS CONTINUES, DESPITE THE CHALLENGES

Nevertheless, in a year characterised by uncertainty and anxiety, Bond managed to progress a range of impressive achievements, including:

- In the 2021 Good Universities Guide, Bond was awarded more 5-star ratings in the student experience category than any other university in Australia for the 15th year in a row. More specifically, we received a five-star rating and the top score with respect to:
 - student to teacher ratios
 - student retention
 - skills development, student support
 - teaching quality
 - learning resources and learner engagement
- Despite a significant and substantial level of upheaval and change in the learning experience, overwhelmingly positive feedback on the educational experience was reflected in the University eTEVAL student evaluation data. Overall, the University performed strongly against its Plan goal for student experience with 81 per cent of subjects achieving a mean score of at least 4/5 over the year.
- The University won the gold award from 1500 applications in the 'Presence Learning and Teaching' category at the Wharton Reimagine Education Awards in December 2020 for "developing technology-enhanced learning resources to positively impact student learning, engagement and achievement in health sciences and medicine".
- Completion of major infrastructure projects was very pleasing and included the final stage of our entrance statements; the extension to the Society & Design building; the Bond Business School opened a new bespoke Centre for Data Analytics; the industry-standard Bond FinTech Hub was relocated and we officially opened the new Alumni Centre.
- Our alumni, unfortunately, had to cancel many global gatherings but still managed to host more than 50 virtual events.
- We maintained high-level funding and respect for our world-famous and multidisciplinary research with over \$10.6M in funding contracted to the University.
- For the third year running, Professor Paul Glasziou, Director of the Institute for Evidence-Based Healthcare (IEBH), was named one of the world's most cited researchers.
- Our ninth annual Research Week was held successfully online, culminating in presentation of the Vice Chancellor's 2020 Research Awards.

- University academics topped 10 million total reads on The Conversation – the world’s leading publisher of research-based news and analysis. Professor Chris Del Mar and Professor Paul Glasziou’s commentary on face masks was the University’s most-read article of 2020 with almost 657,000 views.
- Bond Institute of Health and Sport was recognised as one of the leading sporting facilities in the world when it received the Strength of America Award™ for the three-year period of 2020-2023.
- The Indigenous program continued to build and grow. 2020 saw more funds raised than in 2019 which enabled the University to support more Indigenous students through scholarships and bursaries. A new Indigenous Medical Scholarship established by The Optical Superstore will support up to two Indigenous students per year to study medicine.
- In December 2020, Brioney Keats and Myora Stone became the first Indigenous graduates from Bond University’s medical program. Dr Stone is also Bond’s inaugural Indigenous Medical Scholarship recipient.
- Course improvements and re-focus included the Bond Business School launch of the Bachelor of Business Data Analytics; the Bond Business School Year 12 Extension Program provided new Maths and Business streams and extra access to bring students from regional Queensland; responding to the global climate crisis, the Law Faculty developed and launched the Bachelor of Laws (Climate Law) and commenced a program to launch a suite of microcredentials.
- Using our expertise in First Year Education, during 2020 Bond University College initiated and implemented a range of student success initiatives including new curriculum, orientation and support, early recognition systems, academic skills, opportunities for engagement, academic recovery and successful transition.

INTO THE FUTURE

A post-pandemic world looks very different for educational institutions and their students across the globe.

Our approach during the pandemic has, demonstrably, stood the test of time. We have no doubt, that when the crisis retreats, we will emerge a stronger university, well placed to succeed in a post-pandemic world.

The Innovation Task Force is already working under a broad mandate to formulate and evaluate innovative ideas that will help to define those things that will set the University apart in the ‘new normal’ – which we have termed “The New Bond Advantage”.

Many lessons learned will be carried into the future; in the ways we teach and learn; the ways we operate the campus; and the ways we continue to support and uplift our communities.

2020 has been a year that no one predicted. Nothing could have prepared us. However, despite all of this, Bond has demonstrated its innate ability to innovate, adapt and take adversity in our stride. This year has tested our willingness and ability to ‘walk the talk’ about our institution’s capacity and capability to be nimble, flexible and decisive.

One of the great strengths of Bond is the dedicated staff who work with great enthusiasm for the institution and its students. In these challenging times, the true quality of our staff has shone through.

During a difficult year for all, our staff, students and partners have all been magnificent and our heartfelt appreciation goes out to all of them.

Despite the challenges, the next chapter in Bond University’s history promises to be exciting and we look forward to embracing it with you.



Chancellor
Hon. Dr Annabelle Bennett AC SC FAA



Vice-Chancellor and President
Tim Brailsford





FINANCIAL OVERVIEW

The University finished 2020 on a strong financial footing considering the extreme external impacts caused by the global COVID-19 pandemic. This position was achieved as a consequence of the University's early and strategic response to the joint issues of the health pandemic and economic crisis, and our ongoing prudential financial management.

As at year's end, the University's balance sheet remains strong as we traverse the challenges of the 2021 financial year. In addition, the University has secured a variation to its banking covenants that mitigates the consequences arising from an expected downturn in its earnings performance as a result of the flow on effects of the pandemic.

INFRASTRUCTURE PROJECTS PROCEED

Despite the physical and financial challenges imposed by the pandemic, Bond was able to complete some key infrastructure projects.

As part of the 30th Anniversary Legacy Assets program, the final stage of the new entrance statement was unveiled with the opening of the undercover arrival point and the main roundabout entrance to the University.

The extension to the Society & Design building was opened in November 2020, featuring new and innovative teaching rooms that comprise a flexible teaching space and a further three smaller rooms that incorporate new and innovative technology in support of teaching and learning. In addition, the site incorporates attractive indoor-outdoor gathering spaces for study and socialising, as well as facilitating cross-disciplinary collaboration.

The Bond Business School opened a new bespoke Centre for Data Analytics, home to high powered computers that allow students to work on real-world industry projects.

In a joint initiative between the University and the Bond University Student Association, three half basketball courts or 'street courts' with lighting were opened to provide students the opportunity to not only play 'street ball' but also to meet new students in a fun environment.



LEARNING AND TEACHING

The year under review provided an opportunity to reconsider and reimagine higher education - with a focus on leveraging blended, experiential and virtual learning to overcome the constraints and challenges imposed by the global pandemic. The Office of Learning and Teaching at the University has demonstrated its resilience, robustness and flexibility in adapting to change and planning for the future. Our overarching commitment to ensuring a quality, transformational learning experience, with targeted interventions and supports to enable and empower academic colleagues to provide a distinctive and innovative educational experience to our students, has not wavered.

COVID-19 LEARNING AND TEACHING RESPONSE

2020 was a year of change and disruption, but also opportunity within Learning and Teaching. In a relatively short period of time, the University successfully transitioned thousands of classes, hundreds of subjects and programs, and all staff and students from standard on-campus face-to-face teaching to fully remote delivery.

Targeted initiatives and programs were swiftly developed and delivered to rapidly upskill all academic teaching staff in order to transition to remote teaching, and successfully utilise technology and online platforms to deliver dynamic virtual, multi-modal and hybrid learning experiences to our students.

All teaching staff were provided with small group and individualised training and development on teaching remotely and using a collaborative learning platform to engage with our students. This program was designed, developed and implemented within weeks of the pandemic restrictions' announcements and provided a highly effective way for the University to continue to offer a quality educational experience to our learners, regardless of physical location.

A focus on in-class/online live teaching supports, personalised teaching with technology training activities, staff capacity-building, and sharing best practice and 'lessons learned' ensured that all three teaching semesters were successfully delivered during 2020. Pleasingly, student evaluations of their learning continued to reflect a highly positive and transformative experience, despite the global pandemic's impacts.

A rapid assessment of the educational and learning needs of both staff and students was undertaken and a series of measures and actions was implemented in order to mitigate potential disruption to teaching delivery and support the continuation of student learning at the University.

The University learning management system was also substantially upgraded, with over 500 subject sites converted to a new high quality next generation platform, which supported the transition to remote and multi-modal learning.

Learning and teaching priority areas and projects continue to target innovative approaches to teaching in a post-pandemic world. Ongoing development in areas including authentic assessment, new technologies and tools to support deep learning, and sustaining a culture of teaching excellence continue to drive the learning and teaching agenda at the University.

POSITIVE STUDENT EVALUATION

Evidence of continued student satisfaction with the University learning and teaching experience is strongly reflected in student evaluation surveys and the high overall means.

Despite a significant and substantial level of upheaval and change in the learning experience and delivery of curriculum content and assessment for many students during the year, overwhelmingly positive feedback on the educational experience was reflected in the University eTEVAL data.

Overall, the 2020 mean educator score was 4.47/5 and the subject score was 4.3/5. Overall, the University performed strongly against its goal for student experience with 81 per cent of subjects achieving a mean score of at least 4/5 over the year.

External measures reinforced this positive sentiment. In the 2021 Good Universities Guide, Bond was awarded more 5-star ratings in the student experience category than any other university in Australia, for the 15th year in a row. More specifically, we received a five-star rating and the top score with respect to student to teacher ratios, student retention, skills development, student support, teaching quality, learning resources and learner engagement.

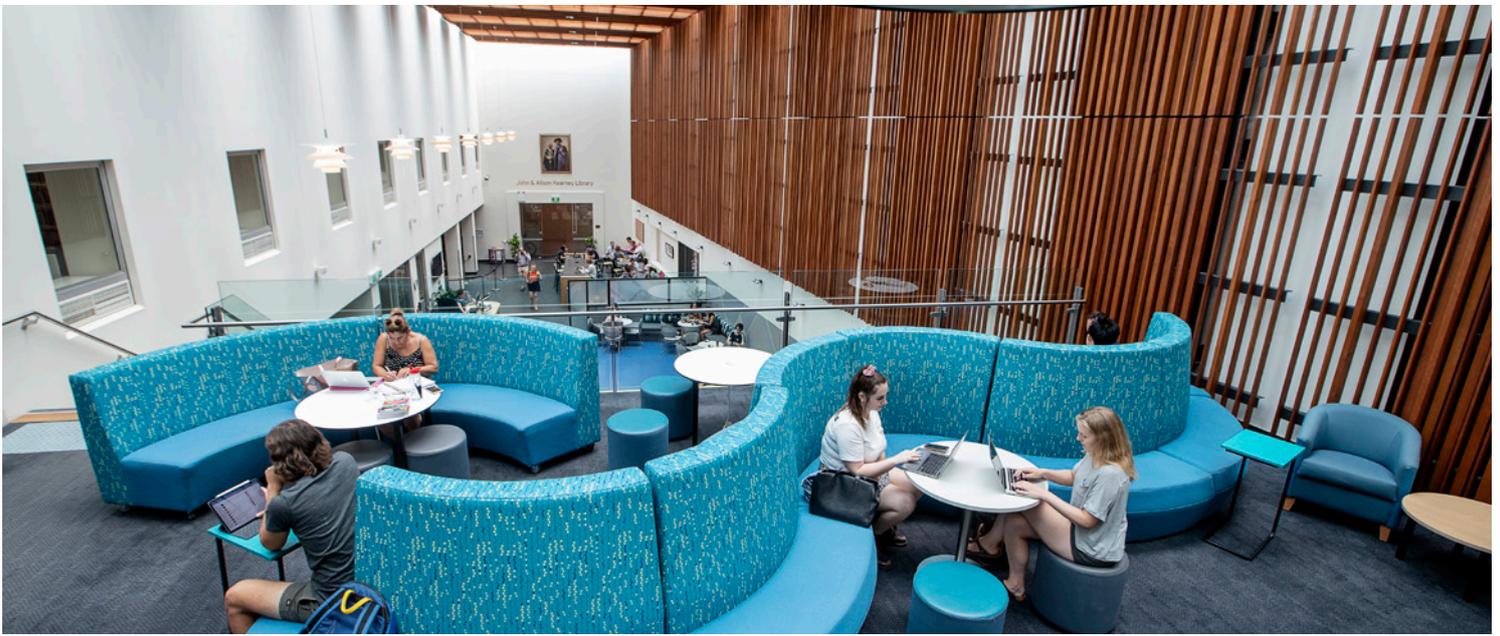
PROFESSIONAL DEVELOPMENT

In 2020, a newly developed, comprehensive and engaging Learning and Teaching SharePoint site (a web-based collaborative platform) saw individual users access a wide range of high-quality custom resources, training videos, e-Guides, forms, teaching development opportunities and virtual drop-in sessions.

Over 20,000 hits were logged to assets including the Teach-Learn-Connect Companion site on remote teaching and learning, the Mastering Multi-Modal delivery site and corresponding e-Guides. These resources, which were developed in direct response to the needs of University staff and students throughout the pandemic, now provide access to high quality readings, instructional sheets, dynamic video content, interviews and podcasts on successfully teaching in virtual and hybrid learning environments with a lens on student experience.

The SharePoint sites provide staff with a unique and accessible platform for collegial exchange, collaboration and professional development and are now a stand-out feature of learning and teaching service support.

Professional development of early career academics was again provided through the Introduction to Teaching program. It was attended by new staff. An academic New Starters Outreach program provided one-on-one mentoring and consultancy



to academics in addition to the introductory workshop program. A nationally benchmarked intensive program, Foundations of University Learning and Teaching (FULT), was offered again in 2020 and completed by academics.

A FULT alumni network is thriving. This Alumni Program supports continuing professional development through mentoring and targeted training to enhance teaching quality whilst building our outstanding institutional peer networks of teaching-active academics.

A total of 41 online Teaching and Learning Knowledge (TALK) e-Guide sheets were also developed and widely disseminated to enable all staff to access quality professional development and Help Sheets on learning and teaching related topics.

The Office of Learning and Teaching (OLT) generated knowledge-based articles, 'how-to' videos and help guides were utilised over 2134 times in the 2020 period, ensuring that staff were able to access on-demand, timely and current help guides throughout the year, regardless of whether they were teaching on or off campus.

Custom Professional Development (PD) Virtual, Face-to-Face and Blended training workshops were offered to staff, with a large number of academic staff participants attending. These sessions targeted training, skills development and teaching enhancement activities that align with the current University learning and teaching priorities, Teaching Quality Standards, and supported staff in gaining PD credit towards achievement of accomplished and outstanding teacher status.

The 2020 Learning and Teaching Innovation Event was presented as a three-day virtual symposium with all key guest speaker events, staff training workshops and activities revised to be offered fully online. The symposium offered a variety of webinars, live drop-in Q&A sessions, asynchronous videos, synchronous workshops and lightning rounds. OLT live workshops were delivered via the Collaborate platform with a total of 175 attendees and an average of 20 people per workshop as well as offering nine on-demand viewing content with 1,058 site views during the period.

An anonymous satisfaction survey indicated a 98 per cent overall satisfaction rating for this professional learning event. Overall appreciation was recorded of the innovative way OLT were able to virtually deliver it and provide staff with much-needed professional exchange and development.

TECHNOLOGY-ENHANCED LEARNING DEVELOPMENT

Academics continue to achieve excellent outcomes in the production of new digital teaching tools as well as learning the technologies that enable them to generate and disseminate these to our students.

2020 saw the production of 449 new high-quality learning and teaching videos including multi-modal delivery video vignettes with academics and a range of short educational subject content explainer videos to support remote and online learners access first-class, practical learning materials.

The Office of Learning and Teaching continued to support a whole-of-university iLearn improvement and enhancement program whereby all University iLearn sites have now been improved, providing students access to enhanced learning activities and resources that include subject introductory videos, grade centre and e-marking and online task interactivity.

Numerous academics worked with OLT during 2020 to utilise and embed technology in their subjects, with over 3935 Technology-Enhanced Learning (TEL) related jobs logged through Bond's internal Service Now that manages digital workflows.

Over 87 individual workshops and training sessions on TEL-related topics were designed and facilitated across the University either face-to-face, online or through live synchronous multi-modal sessions in 2020. Sessions provided staff with training, practical pedagogical exemplars in teaching with technology and hands-on advice on topics such as authentic assessment using technology, eExams and online test design, online marking rubrics, student engagement tools, and technologies and active learning in online classrooms.

Work was also supported to upgrade and enhance all major teaching spaces to use technology and multi-modal platforms for learning and teaching activities. Sixty-seven spaces were upgraded with new audio and microphone equipment, dual monitors and additional IT to support remote and multi-modal learning. One hundred and ninety-seven academic teaching staff were provided one-on-one troubleshooting and in-class TEL advice or supports during the 2020 teaching semesters.

LEARNING AND TEACHING AWARDS

The University submitted five citations and one program application for the 2020 Australian Awards for University Teaching (AAUT).

In total, there were 170 submissions (127 Citations, 14 Programs and 29 Teaching Excellence) received from 39 institutions.

Bond staff were successfully awarded three Citations for Outstanding Contributions to Student Learning:

Associate Professor Colette Southam

Associate Professor George Hrivnak

Senior Teaching Fellow Rob Layton

The University won the gold award in the 'Presence Learning and Teaching' category at the Wharton Reimagine Education Awards in December 2020 for "developing technology-enhanced learning resources to positively impact student learning, engagement and achievement in health sciences and medicine". This prestigious global competition received 1500 applications and used the services of 200 judges across five rounds of judging.

STRATEGIC LEARNING AND TEACHING PROJECTS

Strategic focus in learning and teaching for much of 2020 involved ensuring the continuity, stability and quality of learning environments, platforms, experiences and approaches for staff and students through face-to-face, remote and multi-modal educational delivery models.

Over 500 University subject sites are now converted into the new Blackboard Ultra platform. One hundred and seventy-eight academic teaching staff have completed an online training module and/or attended face-to-face or online facilitated workshops to ensure they are capable and competent in designing and delivering teaching and learning content for our students through these Ultra iLearn sites.

2020 also saw the successful facilitation of training for academic staff on the Collaborate platform to support remote and multi-modal teaching in 2020. This was supported by ITS and the Faculties and ensured that staff who needed to rapidly transition to using Collaborate to deliver and record key lectures and classes could plan, prepare and practice prior to delivering classes.

A range of staff and student learning and teaching support guides and resources were rapidly created and published in 2020. These include a University-wide FAQ video interview on remote teaching and learning, a student e-Guide to support quality learning experiences in remote and virtual classrooms, a number of student training and 'how to' demonstration videos on using the LMS (iLearn), accessing subject recordings, attending classes virtually, and strategies for success in learning through the pandemic. A series of live webinars was also facilitated throughout 2020 for continuing and commencing students.

Strategic learning and teaching projects, action research on leveraging new and exciting technologies in the online, virtual and face-to-face classroom environments and the piloting of new and innovative pedagogical approaches to teaching ensures that the University is remarkably well placed to create positive and enduring change to the learning and teaching landscape and to our students' lives.



RESEARCH

Research is conducted at the University in every Faculty and across all disciplines. We aim to continuously increase our research profile and capacity in priority areas where we build research quality and leadership; where interdisciplinary contributions can lead to major advances; and where we can have an impact on the local, national and international community. Our niche centres of research excellence and our researchers are recognised as world class. The University's five-year Research Strategic Plan (2018-2022) sets out a vision and strategy to position high quality and focused research as a core to University business. The Plan sets bold measures of research success for the University and its students that reflect the critical function of the University in society as an institution for learning, discovery, scholarship and invention.

EXTERNAL INCOME SUCCESS

The research effort continues to grow, with over \$10.6M awarded to the University during 2020.

Highlights from the year included:

- Associate Professor Rob Orr (Tactical Research Unit) secured funding from the Australian Department of Veteran Affairs to measure occupational exposures to osteoarthritis in the lower limb across Australian Defence Force job categories.
- Associate Professor Adrian Gepp (Centre for Data Analytics) was awarded a major grant from Gold Coast City Council as part of their Digital City Program. Through this project, Dr Gepp and his team used their expertise in big data analytics to develop sophisticated models to improve the Council's ability to forecast variables of interest to them.
- Associate Professor Francina Cantatore (Centre for Professional Legal Education) was awarded grant funds from the Queensland Law Society to identify the reasons for and the impact of the discrepancy between employer expectations of the skills required for legal practice and the legal education system's standards for the skills of law graduates and newly admitted lawyers.
- Professor Mark Morgan (Faculty of Health Sciences and Medicine), in collaboration with several other universities, was involved in a study that will evaluate the effectiveness of lifestyle therapy versus standard psychotherapy for reducing depression in adults with COVID-19 related distress.
- Professor Paul Glasziou (Institute for Evidence Based Healthcare) was once again named in the top one per cent of the world's most cited researchers by the Web of Science, the world's most trusted independent citation database, for demonstrating significant research influence among his peers.

NINTH ANNUAL RESEARCH WEEK

Research Week hosted a number of popular research-focused activities. The Higher Degree by Research Student and Supervisor Lunch featured guest speakers, Associate Professor Peta Stapleton who spoke about resilience for researchers and HDR students during COVID-19, Kirsty Mitchell Director of the Career Development Centre highlighted life after study; and the Bond University Women's Network hosted their annual Women in Research Breakfast with speakers Larissa Rose (Glowing Green Australia), Dr Collette Southam (Bond Business School), and Dr Rae Thomas (Institute of Evidence Based Healthcare).

The week's signature event was the Annual Research Awards and the presentation of the Vice Chancellor's 2020 Research Awards:

2020 Vice Chancellor Award, Research Excellence
Associate Professor Rob Orr (Tactical Research Unit)

2020 Vice Chancellor Award, Early Career Research Excellence
Dr Ben Schram (Tactical Research Unit)

2020 Vice Chancellor Award, Research Supervision
Associate Professor Gulasekaran Rajaguru
(Centre for Data Analytics)



HIGHER DEGREE BY RESEARCH (HDR)

The University congratulates all Higher Degree Research students who graduated in 2020. We are proud of this achievement across all Faculties and congratulate all graduates on their exemplary research work.

The Vice Chancellor's PhD award recognises exceptional PhD candidates and acknowledges their success. Eligibility is based on two of the three examiners noting that the thesis is in the top five per cent that they have examined. In 2020, the University had three awardees:

- Dr Jinheng Feng (Faculty of Law)
- Dr Hilda Bastian (Faculty of Health Sciences and Medicine)
- Dr Oyungerel Byambasuren (Faculty of Health Sciences and Medicine)

Higher Degree by Research students participated in the Three Minute Thesis (3MT) competition that requires PhD students to present their 80,000-word thesis in only three minutes, something that would normally take nine hours.

PhD candidate Vishal Mehrota won the \$2,000 grand prize for his presentation on Gamified Marketing. His work has focused on how rewards affect intrinsic motivation and self-brand connections in Gamified Marketing Implementations.

Runner-up, PhD student Jamie-Lee Thompson explored the transcriptomic and epigenomic responses to skeletal muscle disuse atrophy.

The People's Choice Award winner was Masters student Maximilian Neuger. His research focuses on commercial foreign real estate investment in Australia.

OFFICE OF ENGAGEMENT

The Office of Engagement works to progress the University's reputation and engagement all over the world. In 2020, it maintained a clear focus on the University's Engagement and Advancement Strategy, securing the foundations for a strong philanthropic culture and continuing to raise the University's standing for excellence. Despite the challenges of 2020, the Office secured a significant level of philanthropic gifts through donations, scholarships, and gifts in kind such as major artwork acquisitions. With social distancing restrictions in place, the team engaged in stewardship of our loyal donors and supporters online and, in the latter part of the year, in more conventional ways, resulting in a further significant level of donor pledges.

ALUMNI RELATIONS FIRMED

The Bond Alumni community is almost 30,000 strong, located in over 120 countries. The Office of Engagement supports 30 alumni committees/chapters worldwide.

Throughout the year, the Office continued with online alumni engagement opportunities, involving colleagues from across the University. The Alumni Office also ran a successful alumni mentor program which aided and supported the recruitment of new students.

In a year dominated by challenging and competitive media attention, the University Newsroom generated a constant stream of positive articles, videos and photographs, highlighting Bond people, achievements and events. The University was mentioned 12,338 times by the media in 2020.

ALUMNI CENTRE OPENS

In February 2020, the University officially opened the new Alumni Centre at ground level on the eastern side of the Arch building. The Centre features an open access alumni lounge, 14-seat boardroom and four smaller meeting rooms for use with a nominal fee. The University Merchandise Store was relocated to the Alumni Centre and is managed by the Alumni and Development Office.

The Alumni Centre is a dedicated space for alumni to use whenever they return to campus and has the potential to host small events.

EVENTS GO VIRTUAL

In March, as the pandemic started to envelop the world, the University made the difficult decision to cancel many in-person alumni committee events which were being promoted to alumni globally.

Working together, the alumni committee leaders went virtual, holding a series of online events, not just for alumni, but also to engage with new international students who were unable to travel to Australia because of border closures. As a result, more than 48 alumni leaders hosted 52 virtual events, engaging with over 800 alumni around the world.

Meanwhile, the Alumni Office has been working with groups of alumni to establish new committees which will be launched in 2021. These will include Medicine, Film and Television, Indigenous and China committees.

ARCH MAGAZINE

Two editions of a new 'look and feel' Arch Magazine were produced in 2020. They carried all-exclusive articles and photos written and photographed by Bond's Newsroom, accompanied by videos for internal and external use.

Edition 26 featured an interview with our longest-serving and current Vice Chancellor and President, Professor Tim Brailsford, about his vision for the University and his insights into a post-pandemic world. A new feature of the Arch magazine was also introduced - the Big Question - tackling topical issues with expert opinions from University academics, supporters and alumni to share their unique perspectives. This edition was also the first to be designed in line with the new alumni brand.

In Edition 27, the theme was 'Faces of Transformation', encapsulating and celebrating Bond's game changers and innovators. A feature interview with the Patron of the Abedian School of Architecture, Dr Soheil Abedian (DUiv), outlined his motivation and secrets for success. Other profiles included student Chisomo Banzi on his innovative Nanonests and alumna Neeti Mehta Shukla (Class of 1992), as she builds businesses with the assistance of robotic process automation.

ALUMNI ADVISORY BOARD

The Alumni Advisory Board is the peak alumni body of the University and plays a central role in building a lifelong partnership between the University and its alumni. The 2020 focus of the Alumni Advisory Board with alumni leaders and committees was to develop plans for philanthropic opportunities to support the Engagement and Advancement Strategy.

In June, the Alumni Advisory Board was also invited to contribute to a discussion paper around 'the new Bond advantage' as part of work being undertaken by the University's Innovation Task Force. The Alumni Advisory Board seized on the opportunity and conducted a virtual brainstorm over two weeks and collaborated on a report submitted back to the University with a range of ideas for consideration.

The Alumni Advisory Board, 2021-2022 Term was elected in February. The incoming Board is to be led by Dr Jennifer Cronin (Class of 1989).



ALUMNI MENTOR PROGRAM

This year the Alumni Mentor Program successfully supported a large number of students and engaged with alumni, continuing an important and vibrant tradition. The Alumni Mentor Program is a valuable activity, with both students and alumni expressing their appreciation for participating.

CORPORATE COMMUNICATIONS

The University's corporate communications function is now fully integrated into the Newsroom and works in close coordination with the Chancellery. In a challenging year dominated by a series of major news events, PR issues ranged from messaging about the bushfire crisis, the disappearance and rescue of a student, and the University's ongoing response to COVID-19.

A full-time videographer was recruited in early 2020, significantly enhancing the Newsroom's video capabilities and our ability to produce multimedia packages. University video content has screened on all major Australian TV networks and in international online media, and is used extensively in our own communication channels.

Every student entrepreneur featured as part of the Transformer program earned substantial media attention.

We took our research to national and international audiences, told inspiring stories of students, academics and alumni, and supported the development of a philanthropic giving culture particularly in response to student hardship. COVID-19 presented a unique opportunity to showcase our experts on pandemic-related issues, as well as the University's stability and continuity in an uncertain higher education sector.

EXPERT OPINION AND THOUGHT LEADERSHIP

University academics topped 10 million total reads on The Conversation - a unique collaboration between academics and journalists that is the world's leading publisher of research-based news and analysis.

Professor Chris Del Mar and Professor Paul Glasziou's commentary on face masks was the University's most-read article of 2020 with almost 657,000 views. Dr Libby Sander and Dr Oliver Baumann's article 'Why Zoom meetings are so exhausting' was included in

The Conversation's 2020 Yearbook. Of 4000 articles published by The Conversation in 2020, only 50 were selected for the book.

The Newsroom facilitated further interviews between University experts and media as well as proactively putting our people forward for comment. With millions around the world working from home, workplace expert Dr Libby Sander was quoted by the BBC, Financial Times and the ABC among others. A spate of shark attacks led to Dr Daryl McPhee being quoted hundreds of times in print, on radio, on TV and online.

CHANCELLOR'S CIRCLE 2020 - STUDENT HARDSHIP

The 2020 Chancellor's Circle Appeal sought funding to support students adversely impacted by the pandemic.

The Student Hardship Fund ran throughout the year to support students during specific periods and those facing individual circumstances of financial hardship. This was made possible through the generous support of alumni, community members and University staff. A significant amount was raised through the Chancellor's Circle 2020 - Student Hardship Appeal.

The Office also administered the Student Hardship Fund and, over a seven-month period the Student Hardship Committee received 720 applications, with 465 students awarded grants between \$500 and \$2000.

ART GIFTS

The University received 54 new artworks in 2020. These include works by notable artists Yannima Tommy Watson, Clifford Possum Tjapaltjarri, Naata Nungurrayi and Ada Bird Petyarre. Of particular note is a collection of 18 paintings by Clifford Possum Tjapaltjarri. These paintings were commissioned directly from the artist during the 1990s and are testament to his extraordinary standing as arguably the most significant founder of the western and central desert art movement.

INDIGENOUS PROGRAM

The Indigenous program continues to build and grow through the support of the University and its partners. Whilst the annual Yarning Up trip was cancelled due to travel restrictions, the Indigenous Gala was adapted into a supporters' luncheon held in November.

New partners were welcomed into the program and our current partners demonstrated their commitment by continuing to give, despite the challenging economic situation. As a result, 2020 saw more funds raised than in 2019 which enabled the University to support more Indigenous students through scholarships and bursaries.

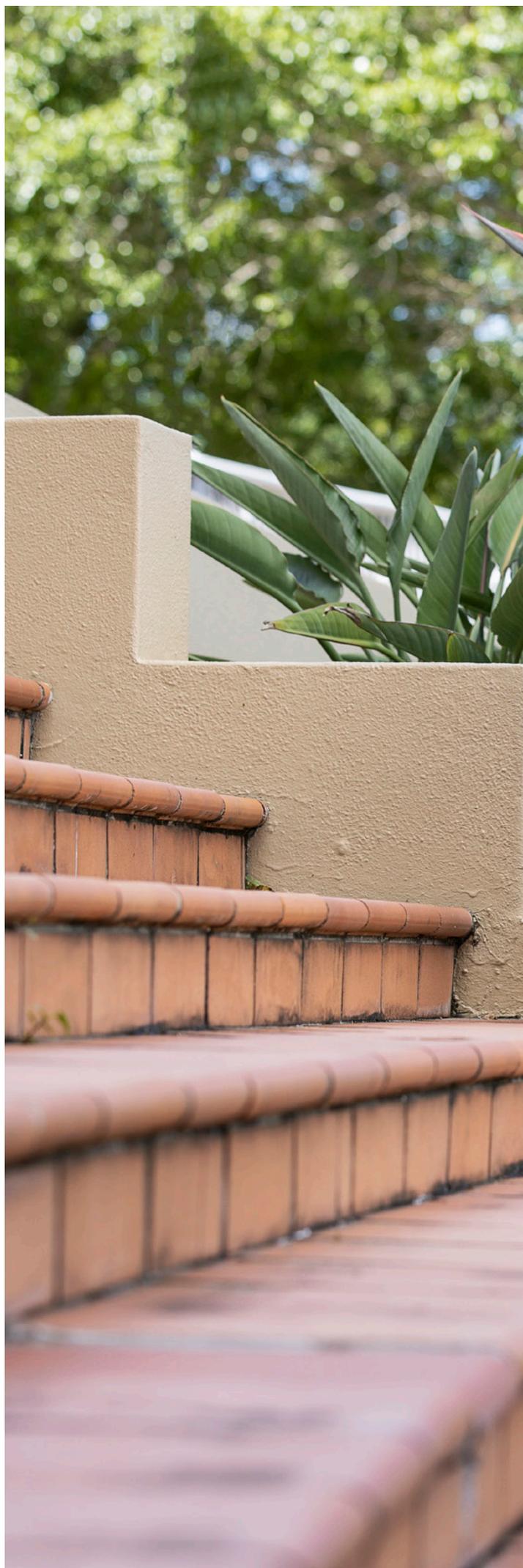
An agreement for a new Indigenous Medical Scholarship program provided by The Optical Superstore will support up to two Indigenous students per year to study medicine. The first students will commence in 2021.

SCHOLARSHIPS ESTABLISHED AND CONTINUED

The Office continued to develop and nurture a range of scholarships generously supported by our donors. These include the ADCO Sporting Excellence Scholarship, John Eales Rugby Excellence Scholarship, Georgina Hope Rinehart Swimming Excellence Scholarship, Vynka Hohnen Scholarship and the new Hancock Prospecting Military Excellence Scholarship.

Seventeen students were supported by the Abedian Foundation in 2020. The Abedian Foundation Scholars program continued successfully during the year, with students being selected for both undergraduate and postgraduate programs across all disciplines, in addition to focused scholarships for the Master of Architecture. In November 2020, Dr Soheil Abedian signed an agreement to extend the Abedian Foundation Scholarship program for a further three years.

The Master of Architecture Industry Scholarship saw an agreement for new scholarships to be established, provided by three industry partners, Condev Construction, Homecorp Group and Hutchinson Builders, to support five students per year to study the Master of Architecture program. The first students commenced in September 2020. These scholarships cover full tuition and include an internship experience.





FACULTY REPORT BOND BUSINESS SCHOOL

Having earned European Foundation for Management Development's (EFMD) European Quality Improvement System (EQUIS) accreditation, Bond Business School is in the top two per cent of business schools worldwide. The School is home to the world-renowned Centre for Actuarial and Financial Big Data Analytics. It is the first and only university in Queensland to offer accredited degrees in Actuarial Science. The School also offers a major in Big Data as part of our undergraduate and postgraduate degrees.

BUSINESS COMMONS UP AND RUNNING

The Business Commons which opened in December 2019 is a modern, comfortable space that accommodates 120 students in a range of self-study areas, collaborative spaces and informal teaching areas. It also incorporates a staff area offering services to support business students and an office for the Business Students' Association.

The Business Commons was launched by the Vice Chancellor, Professor Tim Brailsford, Executive Dean of the Bond Business School Professor Terry O'Neill and the President of the Business Students' Association Angus Jenkins.

In its first full year of operation, the Business Commons completed the vision for the Quadrangle such that on arrival, a student can enter any of the four adjacent buildings directly into high quality study spaces.

The Business Commons is open to all students enrolled at the University.

BOND FINTECH HUB RELOCATION

Comprising two industry-standard trading facilities, Bond Business School offers every student 24-hour access to Bloomberg's live financial market data at the newly relocated FinTech Hub adjacent to the ADCO Amphitheatre. The facilities include a dedicated supervisor who is available to provide training for Bloomberg certification and the [R] programming software.

Bond Business School has the most Bloomberg terminals of any university in Australia and is officially a member of the Bloomberg Experiential Learning Partner Program. We are one of only three universities in Australia to achieve this partnership.

CENTRE FOR DATA ANALYTICS OPENS

With big data in high demand, the University opened a Centre for Data Analytics as we aim to become a global leader in the field. The Centre was launched in November 2020 and brings together researchers, top students and businesses to collaborate on real-world problems.

Data analysis is rapidly becoming one of the hottest post-pandemic professions due to the huge amounts of data being collected and stored by businesses and governments. Our rich history in data analytics stretches back to the work of one of the University's four

foundation Deans - Professor Tweedie was an Australian expert in applied probability and statistics known for his research on Markov chains.

More recently, the University launched Queensland's only accredited degrees in Actuarial Science.

The Centre's current research partners include Gold Coast City Council, KPMG and the Frizelle Sunshine Automotive Group, the largest privately owned car dealership group in Australia.

The 350 square metre open plan building features Helidon sandstone to tie it to the rest of the campus and was built by the University's longstanding construction partner ADCO.

BACHELOR OF BUSINESS DATA ANALYTICS PROGRAM LAUNCHED

Bond Business School launched the Bachelor of Business Data Analytics, with the first student cohort commencing in January 2020.

The program teaches students technical skills, including R and Python languages most used in data analytics programming, implementation and the practical application, based on actual business problems found in a range of industry sectors such as health, marketing and finance. It is a quantitative program, combining elements of statistics, computing, big data and machine learning.

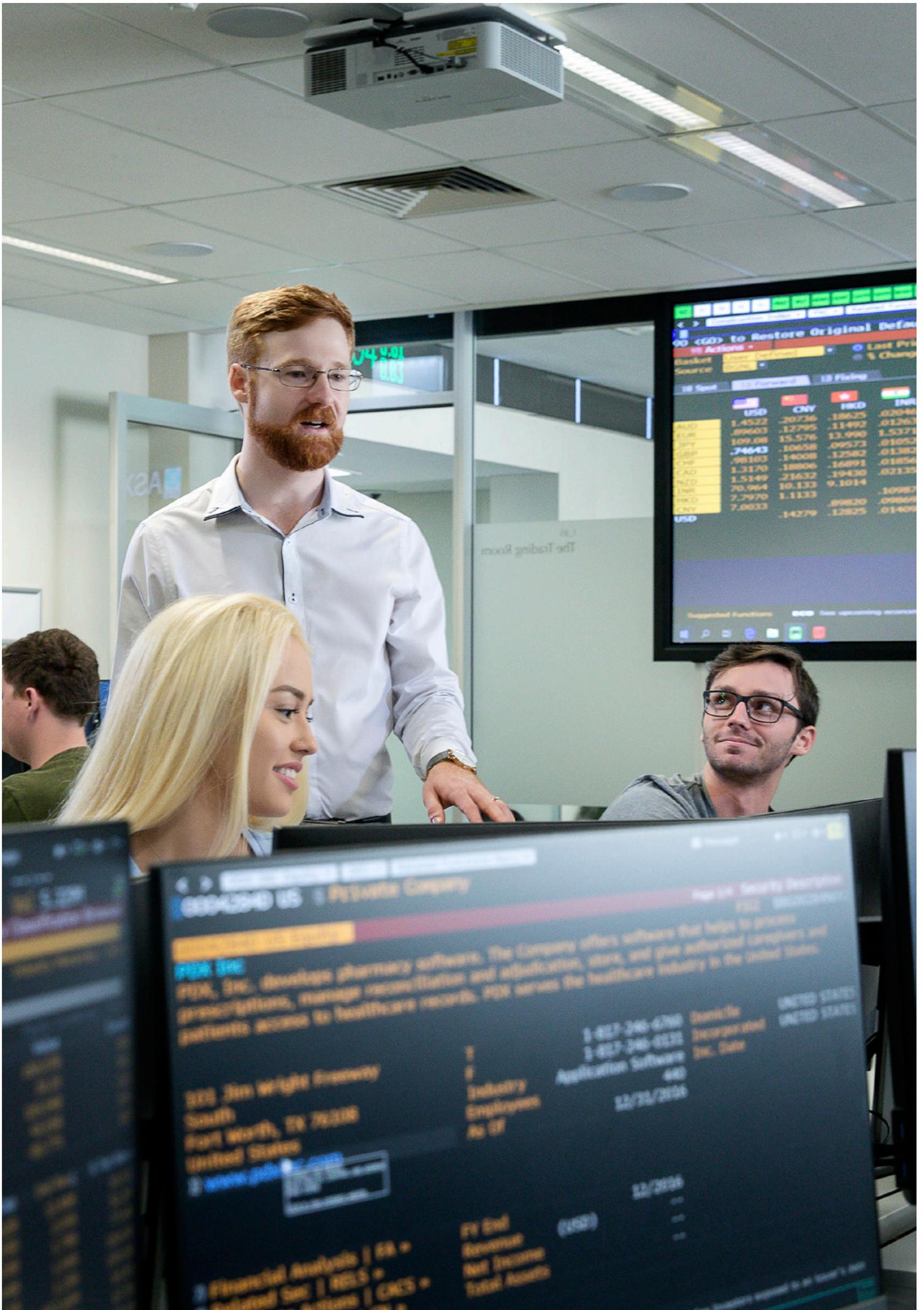
YEAR 12 EXTENSION PROGRAM SUPPORTS MATHS, BUSINESS AND REGIONAL STUDENTS

The Bond Business School Year 12 Extension Program is a two-day workshop that assists students to transition from high school to university.

2020 was the first year that separate Maths and Business streams were offered to provide a personalised program for both types of students. Additionally, transport was offered to bring students from regional Queensland.

Under COVID-19 restrictions, the events were rescheduled and adjusted to meet social distancing requirements and student availability. Two 50 per cent scholarships and two 25 per cent scholarships were presented to top performing students.

The Year 12 Extension Program will continue to run in 2021.



Symbol	USD	CNY	HKD	INR
AMZN	1,4522	-20736	-18625	-62046
GOOGL	294633	-12795	-11492	-61263
MSFT	109.08	15.576	13.990	1.5371
FB	-74643	-10658	-99573	-61052
APPL	-98103	-14008	-12582	-61382
ADBE	1,3170	-18806	-16891	-61856
CRM	1,5149	-21632	-19430	-62135
INTC	70.964	10.133	9.1014	
IBM	7,7970	1.1133		-10987
ORCL	7,0033		-89820	-69869
SNOW		-14279	-12825	-61409

Company Name	Address	Phone	Website	Employees	Industry	Country
Private Company	300 Jim Wright Freeway South Ft Worth, TX 76108 United States	1-817-346-6760 1-817-346-6131	www.private.com	440	Application Software	UNITED STATES

FACULTY REPORT HEALTH SCIENCES AND MEDICINE

The Faculty of Health Sciences and Medicine (HSM) is dedicated to shaping superior scientific clinical skills, ethics, compassion and humanity. Recognised for excellence in education and research across the medical, health and sports sciences, the Faculty offers a personalised educational experience where students enjoy small class sizes, assured placements and work experience opportunities, as well as access to a comprehensive range of industry equipment and the latest technologies. Our reputation is supported by work with our valued partners including hospitals and health services, community and charitable groups, government and industry collaborators and our alumni, ensuring that we produce graduates who are work-ready and possess the leadership skills to improve local, national and global health and wellbeing.

CELEBRATING FIRST INDIGENOUS MEDICAL GRADUATES

In December 2020, Brioney Keats and Myora Stone made history by becoming the first Indigenous graduates from the University's medical program.

Dr Keats, of the Gamilaroi people in New South Wales, has a passion for women's and children's health and is also considering a future as a general practitioner but also has a particular interest in opening a clinic combining Western and traditional medicines.

Dr Stone's family is the Kombumerri people of Southport which is the land the University is built on. She is considering working as a general practitioner but also has a particular interest in dermatology. Dr Stone is also Bond's inaugural Indigenous Medical Scholarship recipient.

During NAIDOC Week in 2020, the Faculty welcomed a new sponsor of the Indigenous Medical Scholarship - Optical Superstore Co-Founder and Director Margaret Douglas. The generous Scholarship will now provide up to 100 per cent tuition remission for Aboriginal and/or Torres Strait Islander students commencing in the 2021 Medical Program.

PROFESSOR GLASZIOU - ONE OF THE WORLD'S MOST CITED RESEARCHERS

For the third year running, Professor Paul Glasziou, Director of the Institute for Evidence-Based Healthcare (IEBH), was again named one of the world's most cited researchers. The 2020 Highly Cited Researchers list, by the Web of Science Group, identifies scientists who have demonstrated significant research influence among their peers.

Twenty-six Nobel laureates were among those recognised in 2020 and all on the list have authored multiple papers ranking in the top one per cent by citations for their field and year of publication.

Professor Glasziou's current research priorities continue to focus on the four main problems targeted by the IEBH: antibiotic resistance, underuse of non-drug interventions, degree of overdiagnosis and waste in research.

NEW TECHNOLOGIES SECURE MAJOR GLOBAL TEACHING AWARD

Associate Professor Christian Moro was nominated from over 4,000 eligible physiologists to receive the United Kingdom Physiological Society's David Jordan Teaching Award.

Dr Moro's innovative approach to teaching, which includes use of the latest mixed reality and other technologies with anatomy students, has been widely recognised and adopted internationally, positioning him as one of Australia's most-awarded tertiary educators.

TACTICAL RESPONSE UNIT TAKES TOP HONOURS

Associate Professor Rob Orr, a military veteran whose research helps prevent injuries among fellow soldiers and first responders, received the University's top research prize in 2020 - the Vice Chancellor's Research Excellence Award.

Dr Orr has an impressive research portfolio including 142 peer-reviewed publications which have led to changes in government policy, establishing new standards in fitness training and rehabilitation approaches which now impact more than 1,000 Australian tactical personnel each year.

After serving 23 years with the Australian Army, he was instrumental in informing body armour design and procurement and is also the primary supervisor for a number of Higher Degree Research (HDR) students.

Dr Orr also co-founded the Tactical Research Unit (TRU). The TRU has established a reputation for world-class research excellence and is part of an international collaborative network with over 150 institutions across the USA, UK, Germany, Brazil, Singapore and the UAE.

Dr Orr's colleague from the TRU, Assistant Professor of Physiotherapy Ben Schram, was awarded the Vice Chancellor's Early Career Research Excellence Award.



NEW HEAD OF SPORT AND EXERCISE SCIENCE

In July 2020, Associate Professor Vernon Coffey took over leadership of the Program for Sport and Exercise Science in the Faculty.

Dr Coffey, who has taught in the Sport and Exercise Science program since 2014, has a strong background in research and teaching. Prior to that role, he held dual positions as Senior Lecturer/Researcher at other universities.

Dr Coffey originally hails from New Zealand, where he completed his Bachelor degree in Sport and Exercise Science with Honours. He is passionate about sport, translating research into improving human health and performance, and instilling this same passion for exercise and sports science in his students.

WORLD-CLASS HEALTHCARE THROUGH NEW COLLABORATION

In the first of its kind, a partnership was formed in 2020 between the University and Gold Coast Health to help transform healthcare teams and systems worldwide through the provision of hyper-realistic, scenario-based training which is quite literally delivered 'on the job'.

The Translational Simulation Collaborative is an academic and operational alliance aimed at improving patient care through research and training with high-performing healthcare teams who practise their work through simulation.

The Collaborative is led by Director, Dr Victoria Brazil, an emergency physician at the Gold Coast University Hospital and medical educator at the University.

Dr Brazil is one of Australia's foremost experts in translational simulation and is backed by a team of expert consultants with extensive international experience in healthcare, education, quality improvement and anthropology.

The Collaborative provides consultancy and bespoke training, in person or remotely, and its expertise extends to simulated patient, manikin and hybrid methodologies, including moulage and technology adjuncts.

INSTITUTE OF HEALTH AND SPORT RECOGNISED FOR WORLD-CLASS TRAINING FACILITIES

In 2020, the University's Institute of Health and Sport was recognised as one of the leading sporting facilities in the world when it received the Strength of America Award™ for the three-year period of 2020-2023.

The award recognises that the Institute represents the gold standard in strength and conditioning programs based on four major categories: supervision, education, program and facilities.

From the Wallabies, All Blacks and Irish rugby teams, to the Richmond Tigers, Adelaide Crows and Fremantle Dockers, sport teams and athletes from around the globe have been drawn to the elite training facility.

The Institute includes state-of-the-art gym, pool, hypoxic chamber, recovery pools and testing facilities and boasts expert, highly trained staff.

ACADEMICS REVOLUTIONISING REMOTE DELIVERY OF ANATOMY PRACTICALS

The impact of COVID-19 had a tremendous impact on the delivery of clinical rotations and lectures this year, particularly practical sessions held in the Faculty's anatomy lab for our Medical students.

To tackle these issues, academics from our Medical and Biomedical Science programs implemented a multi-modal approach to deliver scheduled anatomy sessions.

SISTERLY BOND IS STRONG

In September this year, the University's bespoke Personal Open Day gave the unique opportunity for a family of five sisters to reunite on campus to provide their youngest sibling an early, personalised guided tour.

Four of the five Conradi sisters - Marzel, Leandre, Suzanne and Christi - are all students or graduates of the Faculty. Their youngest sister, Elaine, looks set to follow in their footsteps with plans to study Medicine when she graduates from school.

Marzel has a Bachelor of Biomedical Science and a Doctor of Medicine and has returned to Bundaberg to start her career as a doctor at Bundaberg Hospital. Leandre has a Bachelor of Biomedical Science and a Master of Occupational Therapy and is working in a private OT practice in Bundaberg. Suzanne has a Bachelor of Biomedical Science/Bachelor of Laws and is studying a Master of Occupational Therapy and Christi is studying a Bachelor of Biomedical Science.

FACULTY REPORT LAW

Despite the disruption caused by the global pandemic, the Faculty continued to provide the best professional legal education in the country, leverage its reputation to attract exceptional law students, retain outstanding law teachers and strengthen respectful and mutually beneficial professional and institutional partnerships. In addition to successfully transitioning from traditional classroom teaching to remote delivery and then to multi-modal delivery, the Faculty developed several innovative new subjects and programs including the LLB in Climate Law, launched the Centre for Enterprise Governance, established several new executive education partnerships and lead the University's efforts to launch a suite of microcredentials.

CURRICULUM INNOVATION LEADS THE WAY

Confronted by the need to work from home and the inability of many students to attend campus in person, the Faculty was forced to rapidly transition to remote delivery in 2020 and then to multi-modal delivery in 2021.

The learning curve for most academics was very steep, but the support offered by the University via the Office of Learning and Teaching and by the Faculty via the Learning and Teaching team and the Centre for Professional Legal Education (CPLE), combined with the extraordinary dedication by the Faculty's academic and professional staff, resulted in these transitions being overwhelmingly successful.

The Faculty had already been moving towards a greater use of technology-enabled teaching over the past few years. 2020 accelerated an evolution that was already happening. At the same time the Faculty transitioned its learning management system to Blackboard Ultra.

Dispute Resolution Centre (DRC) short courses were converted to online delivery and the Graduate Diploma in Legal Practice (GDLP) team developed a virtual placement initiative.

The overhaul of the Integrated Skills and Professionalism Program embedded within the LLB and JD programs continued, and a new suite of innovative online resources to support the program was evaluated positively by staff and student focus groups, and released in 2021.

Responding to the global climate crisis, the Faculty developed and launched the Bachelor of Laws (Climate Law) at the end of 2020. The new major in Climate Law will sit alongside the currently available LLB specialisations in Contemporary Legal Issues, Corporate and Commercial Law, International and Comparative Law, Legal Practice, Legal Innovation and Technology and Canadian Law and Practice. LLB graduates with a specialisation, major or double major in Climate Law will be well placed to specialise in climate law and practice and contribute to addressing climate change by leading regulatory reform.

Recruitment into the GDLP program received a boost via a partnership with Southern Cross University (SCU) under which the GDLP Learning Intensive was made available to SCU LLB students who will receive advanced standing when they enrol in the GDLP.

The Faculty lead the University's microcredential initiative in 2021, establishing three commercial partnerships and five new products available via the Bond Learner Platform. Further partnerships and new products are in development, with a focus on creating pathways into degree programs.

The Faculty also launched the Centre for Enterprise Governance, a commercial and thought leadership initiative with the goal of positioning the Faculty at the forefront of governance education. The Centre will support recruitment initiatives into the successful Master of Laws in Enterprise Governance and develop new governance microcredentials.

MOOTING EXCELLENCE CONTINUES

The Faculty continued to participate in competitive mooting in 2020, despite the many challenges. Students and staff coaches demonstrated extraordinary flexibility and resilience in dealing with many competitions suddenly changing to online formats, and other moot competitions being cancelled, some after preparations had already started.

The oral rounds of the International Criminal Court Moot Competition were cancelled after the students had already spent five months researching and preparing. The team was nevertheless named the runner-up for Best Defence Memorial and performed well in the subsequent Asia Pacific Friendly Rounds of the ICC Moot, hosted online by Singapore Management University.

The Bond team participating in the Philip C Jessup International Law Moot Court Competition attended the Australian National Rounds in February and was the top-ranking team after the preliminary rounds.

The Bond team participating in the Willem C Vis International Commercial Arbitration Moot could not compete in Vienna but participated in the Chartered Institute of Arbitrators Vis Pre-Moot in Melbourne.

The Bond moot team travelling to Toronto for The Wilson Moot 2020 in Canada was the last group of moot students to travel internationally. Two teams of students participated in the 2020 Administrative Appeals Tribunal National Mooting Competition with one team progressing to the semi-finals.

A team of students reached the quarter finals in the 2020 ALSA Red Cross International Humanitarian Law Moot; one student was announced as the Best Oralist in the preliminary rounds and the team placed third overall for the Best Written Memorials, third for Best Memorial for the Prosecution and second for Best Memorial for the Defence.

The 2020 Alfred Deakin International Commercial Arbitration Moot was the largest domestic Australian competition in 2020 and the Bond team placed sixth out of 28 teams. (The team members never met face-to-face: one was on the Gold Coast, one in Sydney and one in Melbourne.)

The team participating in the Sir Harry Gibbs Constitutional Law Moot reached the semi-finals.

The teams also proudly flew the flag for the Faculty in the Younes + Espiner Intervarsity Criminal Law Moot Competition and the Queensland Intervarsity Skills Competition Moot.

A team of novice mooters also participated in the Sydney University Law Society v Bond University Novice Consumer Law Moot.

RESEARCH PERFORMANCE

The Faculty's research productivity, engagement and impact in 2020 were affected by COVID-19. The increase in teaching hours and the time and effort required to make a successful transition to multi-modal teaching left less time for academics to spend on their various research projects and initiatives. Nevertheless, our academic colleagues persisted with their research efforts to the best of their ability. Several colleagues completed their PhDs. The number of HDR students in the Faculty increased and is now at its highest level in many years.

The Faculty's successful Twilight Seminar series continued, with presentations by academics and professionals including Professor Mark Arnold (Canada), Scott McDougall (the Queensland Human Rights Commissioner), Emeritus Professor Mary Hiscock (Bond University), Vicki Beyer (Japan), Chris Chen (CSJ Legal), Judge Judith Gibson (District Court, NSW), Maree Adshead (Queensland Small Business Commissioner), Simon Young (USQ) and Sarah Joseph (Griffith University).

The Faculty hosted two visiting scholars from China - Professor Zhang Qi (Peking University) and Associate Professor Wang (Renmin University).

During 2020, we secured external funding for various projects from sources including the Queensland Law Society ('The Job Readiness of Newly Admitted Lawyers'), the Queensland Department of Child Safety, Youth and Women (Sexual Violence Prevention Grant), and the Department of Defence ('The Developing Concept of Sovereignty and its Defence Application, Particularly in Cyberspace and Outer Space').

Other highlights from the year continued to spread our reputation for excellence in legal research:

- The Faculty-administered research journals published a large number of articles throughout 2020.
- The Global and Comparative Law and Policy Network hosted a Research Seminar Series.
- The Centre for Professional Legal Education (CPLÉ) led several research projects including the Australian Law School Yearbook project, and the ongoing investigation into the impact of emergent technologies upon the teaching of core law units. It provided an extensive range of online resources to law teachers at the University and across Australia including online training modules, video resources and a blog.
- In October the CPLÉ hosted the 2020 Professional Legal Education conference on the theme of 'Harmonising Legal Education: Aligning the Stages in Lifelong Learning for Lawyers' in partnership with the Australasian Law Academics Association (ALAA), the Law Wellness Network and Voiceless.

PROFESSIONAL ENGAGEMENT BENEFITS STAFF AND STUDENTS

The Faculty continued to engage with the local legal profession, the judiciary and industry.

Members of the profession and scholars from other universities gave guest lectures online and accepted online teaching appointments, including leading academics based in Canada.

The Faculty continued to host online Twilight Seminars, research events and governance forums including the successful 'Interdisciplinary Colloquium on Sport'.

Faculty staff attended professional events such as AICD breakfasts, judicial ceremonies and the District Law Association AGM, Qld Law Society Specialist Accreditation Breakfast and Qld Law Society Dinner for the Profession. The Faculty hosted an online forum with the Dr Hon Michael Kirby AC CMG, welcomed guest speakers to the LLM (Enterprise Governance) program from a variety of sectors and hosted the My Community Legal AGM.

Academic staff served on legal and professional committees including QLS sub-committees, the District Law Association and the boards of community legal centres.

STAFF ACHIEVEMENTS

Across the Faculty, we continued to celebrate the career achievements of our academic, professional and administrative staff:

- The Faculty welcomed Assistant Professor Casey Watters as a new full-time staff member.
- The GDLP team of Assistant Professor Tanya Atwill, Assistant Professor Hugh Zillmann, Senior Teaching Fellow Miranda Podleska, Assistant Professor Hwee Cheng Goh and Ms Lori Allen-Short won the Faculty Award for Teaching Excellence.
- Assistant Professor Alice Taylor received the Faculty Early Career Teaching Excellence Commendation.
- Assistant Professor Lisa Bonin was awarded the Stanley Shaw Bond Prize for Teaching Excellence.
- Assistant Professor Elizabeth Greene, Senior Teaching Fellow Clair Duffy and Assistant Professor Casey Watters were recognised with Law Student Association Teaching Excellence Awards.
- The Faculty Research Excellence Award went to Professor Dan Svantesson, and the Faculty Emerging Research Excellence Award was presented to Assistant Professor Jenny Georgiades.

FACULTY REPORT SOCIETY & DESIGN

The Faculty of Society & Design (FSD) is one of the most innovative and eclectic of its kind in Australia and includes the disciplines of Architecture, Built Environment, Communication, Film, Screen and Creative Media, Humanities and Global Studies, and Social Sciences. Degrees are flexible in their structure and practical in their application, and are dedicated to applying the latest theory, research and sustainable practices within their programs. With a strong focus on practical experience and translational approach, students are offered a range of Australian and international internships, ensuring they are workplace ready.

CAPITAL WORKS COMPLETE THE PRECINCT

The University's signature construction project for 2020 accelerated the evolution of the Faculty.

Formally opened in November 2020, the environmentally sustainable extension completed the Society and Design Precinct, incorporating the Abedian School of Architecture and the existing Sustainable Development Building. The addition was purpose built and houses a state-of-the-art 40 seat computer laboratory as well as three flexible learning spaces and an extensive social area, enabling students to learn, engage and collaborate with their peers, teaching staff and industry guests.

The extension contains recycled materials, including railway sleepers and power poles, with enough solar panels to power 10 homes. It also features charging stations for electric vehicles.

Designed around the concept of bringing people together in flexible and inspiring teaching spaces, the new addition is at the forefront of contemporary approaches to pedagogy that means we have to think about not just what we teach, but how and where we teach. The Faculty constantly challenges itself to provide the most active engaged and authentic learning experience possible, and the new building with its flexible and innovative set up will help us achieve this.

TEACHING EXCELLENCE ON SHOW

Responses on the Student Evaluation of Teaching online surveys (eTEVALS) for the Faculty improved in 203 compared with 202 - subject responses increased by 2.3 per cent and educator responses increased by 2 per cent, placing the Faculty above the University overall response rate. FSD subject and educator means also increased. Overall, the Faculty subject eTEVALS improved from 4.26 in 202 to 4.41 in 203. Educator eTEVALS increased from 4.42 to 4.50. Both results placed the Faculty above the University overall average.

In 203, the KPI measure of the percentage of subjects with a mean greater than four increased to 88 per cent. Of the seven subjects with a mean below four, only one subject was below the alert level of 3.25. Action plans have been put in place to increase the levels of student satisfaction in these subjects.

SUBJECT PORTFOLIO RATIONALISED

During the year, after a curriculum review, the Faculty rationalised the individual subjects that it offered. To facilitate this, the Faculty made changes to the programs offered, subject structure and sequencing of subjects within each program.

OUTLINES AND ILEARN UPGRADED

On-time publication of subject outlines containing accurate and detailed information about subjects was a priority in 2020.

The proportion of outlines with missing information declined from an estimated 45 per cent in 201 to less than 20 per cent in 203. The target is to achieve 100 per cent compliance in 211. Improving the student experience through quality Subject Descriptions, Outlines, iLearn Sites, Assessments and Rubrics has been set as the third of four Learning and Teaching priority projects in 2021, focusing on constructive alignment of high-quality subject descriptions.

iLearn Ultra conversion of all subjects was one of four Learning and Teaching priority projects in 2020. At the end of the project, the lead reported: "The Faculty was by far the faculty with the largest number of populated subjects (subjects with more than basic information)", "The most significant issue is around the marking interface, with most staff now marking online with rubrics", and "The mandatory training was a success with extraordinary interest; The most effective training ... was when participants were grouped into disciplines."

STUDENT SHINES IN PR AWARDS

Master of Communication alumna, Ms Nikkie Shike, was awarded the gold award for national Student of the Year in the prestigious Public Relations Institute of Australia's Golden Target Awards.

The Golden Target Awards are Australia's longest-running and most high-profile public relations and communications industry awards applauding the best of strategic and creative thinking, executional excellence and high-achieving people, teams and agencies across the nation that have transformed businesses, brands and reputations.

CONTINUED ACCREDITATION OF PROGRAMS

The Australian Institute of Project Management renewed our accreditation through a desktop remote assessment and approved a further three years' accreditation to August 2023.

The Australian Property Institute completed a remote/desktop review of our re-accreditation submission and approved another five-year accreditation to December 2025.

The Australian Psychology Accreditation Council has agreed dates for an onsite inspection and review of our Psychology programs in 2021.

NEW PROGRAM INITIATIVES

The Faculty introduced a further three new programs to its expansive portfolio. The Bachelor of Project Management and the Bachelor of Policy, Philosophy and Economics broaden our reach into these important disciplines. The Graduate Diploma of Psychology (Bridging) program also provides an alternate pathway for graduates of any other discipline, interested in pursuing a career in Psychology.

These new programs accepted their first enrolments in January 2021.

ENGAGEMENT WITH INDUSTRY

The Faculty continues to cultivate new and ongoing relationships with industry in research, teaching and student opportunity. Discussions regarding ongoing opportunities with Screen Queensland through the Screen Queensland Creative Hub continue. Early discussions have led to agreements in principle with the Gold Coast Titans Rugby League Club that will lead to employment and work experience opportunities for students, especially those from Journalism, Communication, and Film and Television.

RESEARCH HIGHLIGHTS

The Faculty celebrated PhD completions during the year, including three staff. New enrolments into the PhD and Master of Philosophy programs remained strong.

In February, the new collaborative Higher Degree Research (HDR) space was opened. It provides HDR students with a dedicated area for collaboration, meetings, quiet study and formal presentations, including confirmations.

During the year, Faculty research staff published 58 journal articles, approximately half were in Q1 Faculty preferred journals, an increase over the previous year. Staff also published numerous book chapters and applied for external funding. Most of the successful applications were awarded under the Innovation Connection Scheme, in line with the Faculty's translational approach to working with industry.

A new research group was established, the Experimental Psychology Research Group. This grouping of mainly recently appointed experimental psychologists is making appropriate use of the recently created experimental psychology laboratories collecting both staff and student-led data. This type of activity and resource lays the foundations for a more sustainable research culture and one that should lead to increased ERA performance.



BOND UNIVERSITY COLLEGE

Bond University College is fully integrated with the University's educational structure and lifestyle. College programs and pathways are an integral part of the student experience, and are designed to attune industry and market needs, supporting students to successfully transition to diploma and degree level programs within the University. All programs have been designed in accordance with the University's entry criteria, with a concentrated emphasis on intellectual development, academic processes and clear thinking. As full members of the University community, Bond University College students enjoy access to Bond's libraries, IT resources and research facilities, as well as student support services and recreational facilities.

REPUTATION FOR TEACHING EXCELLENCE

Using our expertise in First Year Education, the College initiated and operationalised a range of student success initiatives including new curriculum, orientation and support, early recognition systems, academic skills, opportunities for engagement, academic recovery and successful transition.

By exploring global best practice in First Year Education and applying it to the Bond context, the College has helped to ensure that our University's reputation for the best overall student experience in Australia has remained unchallenged. During 2020, the College was again recognised for teaching excellence with outstanding results in student's rating of subjects and teachers.

TECHNOLOGY-ENHANCED TEACHING METHODS AND CURRICULUM INNOVATION

The College's goal 'to maintain and further develop its distinctive edge with resolve and agility' was finely focussed during a year when staff and students were challenged by disruption.

Against this backdrop, the College developed a new English Curriculum that included a unique, individually customised English Language Portfolio. By designing authentic assessment and innovative new curriculum, the English Language Portfolio enables students to concentrate on their individual needs in reading, writing, speaking and listening - and for the teacher to meet those needs with greater flexibility within the construct of the new curriculum.

The new curriculum is available in 2021 to students seeking to improve their language proficiency to meet entry requirements for University award programs at undergraduate and post graduate level.

The College has taken a continuous improvement approach to curriculum development with a particular focus on equity, gender and inclusion for domestic and international students.

Throughout the year, teacher-centred approaches swiftly evolved to more student-centred approaches, giving students greater opportunity to explore online content, work at their own pace and have greater control over their learning. Multi-media, video, conferencing tools, podcasts, chat rooms and Bond's own learning management system provided a strong platform for students to enjoy a positive first year experience in the College.

Learning communities, previously limited by time zone and location constraints were brought together using web-based, synchronous and asynchronous tools to provide coherent and highly personalised student experiences. New opportunities for assessment and feedback were also identified including projects, multiple choice, rubric based and e-portfolios assessments. This assisted students to build their skills as lifelong learners, actively seeking and receiving feedback from teachers and preparing them for academic life in the Faculties.

College students, in the very early stages of their career are taught to think and process information and to open their eyes to different ways of doing things, with a more flexible and innovative approach. As capable individuals, effective collaborators and emerging global citizens, College students transition to Faculties with confidence in their ability to adapt to and succeed in rapidly changing environments.



BOND UNIVERSITY STUDENT ASSOCIATION

Bond University Student Association (BUSA) is the overarching student organisation at Bond. It represents students' interests and is funded through the Student Activities Membership Fee, providing numerous benefits to all students. BUSA is elected annually, with elections held in the third semester of each year. BUSA was severely impacted by the COVID-19 pandemic as it prevented several of the Association's operating activities from being undertaken. Despite these challenges, the Association persevered and aimed to improve the Bond student experience.

FINANCIAL POSITION

BUSA's income for the financial year ending 30 June 2020 while reduced, was pleasing. Through careful monitoring of expenditure and recovery of funds from inactive or dissolved clubs, BUSA achieved a modest surplus at year's end. The Association's financial audit was again unqualified.

EXECUTIVE MAKES PROGRESS

The BUSA executive team undertook two capital projects throughout their term.

The first of these was a refurbishment of the music room. This involved refurbishing the furniture and replacing or repairing equipment. The second was a joint project with the University and involved the building of three street ball half courts. Both projects have been a success, with students already enjoying the new facilities.

VOICE IN EDUCATION

BUSA's Vice President (Education) advocated for and provided guidance on student perspectives on several standing Academic Senate committees.

The most significant of these was ensuring that the transition to remote learning was successful.

RECREATION CHALLENGES

BUSA's recreation team faced significant challenges in the 2019/20 term. The impact of COVID-19 and the University moving to remote delivery meant that several social events had to be cancelled. The most significant of these was the cancelling of the 16th annual Bondstock, the annual week of events that celebrates life at Bond.

Several clubs and societies temporarily postponed activities, meaning that the transfer of all clubs to a single bank account is ongoing.

Despite these challenges, the recreation team persevered and held virtual events where possible. Three DJ live streams were held, as well as successful online trivia events with higher-than-expected attendance. There were further multiple successful social events run prior to the pandemic.

The Clubs and Finance Liaison position continued to be a successful introduction into the committee, and the reduced workload of both the Clubs and Societies Director and Treasurer allowed the clubs' administration to be streamlined and successful prior to the COVID-19 pandemic.

SPORT

BUSA's sporting teams also faced significant challenges. Division 1 and 2 University Games were cancelled as a result of the pandemic, and several sporting clubs on campus ceased operations as well. Despite the challenges, the sporting teams held two successful remote eSports competitions, and a Strava competition (an internet platform) to promote exercise and social linkages during lockdown.

FUTURE DIRECTIONS

In 2020/21, BUSA's overarching commitment will be to work through the impacts of the COVID-19 pandemic and resume normal operating capacities. Through this, the Association will continue to develop and improve the student experience on campus by working with the University events team, and student clubs and societies, to assess what activities and programs can be resumed and achieved.

The education team will continue BUSA's ongoing work in student mental health by holding Mental Health Weeks in each semester. A second edition of 'The Conversation' is scheduled for release in Mental Health Week in 2021.

The Special Interests Director has begun work on finding a suitable partner within Australia for the annual Bond Aid trip to ensure that it can continue.

The Advocacy Director is seeking to implement new initiatives to support students who successfully appeal exclusions hearings to get involved in campus life, helping to assist them in maintaining healthy attitudes for their studies. The Vice President (Education) will seek to revive BARTS week a celebration of art, maintaining the previous committee's goal of running it concurrently with Bondstock.

The recreation team will continue to work closely with key University staff to see a return of social events on campus and will continue to implement under 18's events to ensure all students have an opportunity to participate. Planning is underway for the 16th annual Bondstock, and the Association is committed to see a return of this flagship event.

The sporting team has a strong focus on developing and improving the culture of sport on campus. The Vice President (Sport) will continue to work closely with Bond Sport to ensure that sporting clubs on campus see increased attendance and are supported in their return during 2021. The Sporting Events and Projects Director is focused on increasing attendance to home games for both the AFL and Rugby teams.

SPORT

The University has a proud history of sporting tradition. We support students in their endeavours to participate, play, compete and represent at all levels. University Sport successfully negotiated the myriad challenges of the pandemic during 2020 to complete nearly all planned major sporting competitions and projects. This was due to the hard work of all - coaches, players and staff - who effectively collaborated to enable safe competitive environments to flourish.

STUDENT ATHLETES

With more than 40 sports in a national championship format, the annual University Nationals hosts some of the largest and most highly anticipated university sporting competitions in the Australian sporting calendar and represents the pinnacle of student-athlete participation nationally.

Unfortunately, the 2020 University Nationals were a major casualty of the disrupted year. Scheduled to be staged in Perth, they were subsequently cancelled. Students are looking forward to their 2021 return to the Gold Coast in September, where the University again will be a strong contender for a top 10 finish and the per capita trophy which we have dominated over the last five years.

In the sports of Rugby, AFL and Netball, University teams were all impressive semi-final participants. Our Olympic standard swim squad had several members who endured the disappointment of the Tokyo Olympics' postponement and have dedicated themselves to an extended year of preparation in readiness for the planned 2021 games.

All significant national and state sports partnerships were renewed and relationships with each remain professional and of significant value to our students and staff across the University.

Few opportunities were available this year for our outstanding student-athletes to represent their country due to the cancellation of nearly all international sporting competitions. However, state and local representation was as strong as ever.

The work of our High-Performance Sport Directors and Head Coaches has been outstanding in organising the programs of their athletes this year under very difficult training and performance circumstances. Their efforts, and those of the athletes, have ensured the continued growth of the University's sporting reputation despite the challenges of this year.

Behind the scenes, the staff have continued to be a talented, hard-working and cohesive group, invested in their work and galvanised in their sense of purpose for the University's sport program.

HIGH PERFORMANCE TRAINING CENTRE

The High Performance Training Centre (HPTC), located five kilometres from our main campus on the ground floor of the Bond Institute of Health and Sport (BIHS), is under the auspices of the Faculty of Health Sciences and Medicine (HSM). However, it operates in close liaison with Bond Sport, providing access to high performance weight training facilities, athlete rehabilitation, sports and exercise science, physiotherapy programs and field facilities for Bond Tier One sports and our strategic external sporting partners.

The HPTC is now an established first option for state and international teams and athletes of the highest order seeking an excellent training venue on the Gold Coast.

A number of A Grade and elite sports used our HPTC in 2020, including the Australian 2020 Olympic Kayak Men's Squad, various AFL Teams during the COVID-19 bubble, the Queensland Reds, Mermaid Beach Elite Surf Lifesaving athletes, Triathlon Australia, Gold Coast Titans, Mountain Bike Australia, Aon Women's Rugby Uni 7s, and QLD AFL Allies under 18s.

Local schools and community groups who used the facility included the Robina Sports Academy, members of the Varsity College - Aspire Program, Elanora State High School, TAFE QLD, the Australian Strength and Conditioning Association S&C Level 1 & 2 Courses and Tactical S&C Course. The PLAE XLab were hosted for a one-day seminar organised by the HPTC for 50 high performance coaches and three internationally acclaimed S&C Coaches. The event was a huge success with very generous and supportive feedback from participants and PLAE USA.

COACH RECOGNITION AND ACHIEVEMENT

Many of our coaches received well-deserved recognition from industry and accrediting bodies.

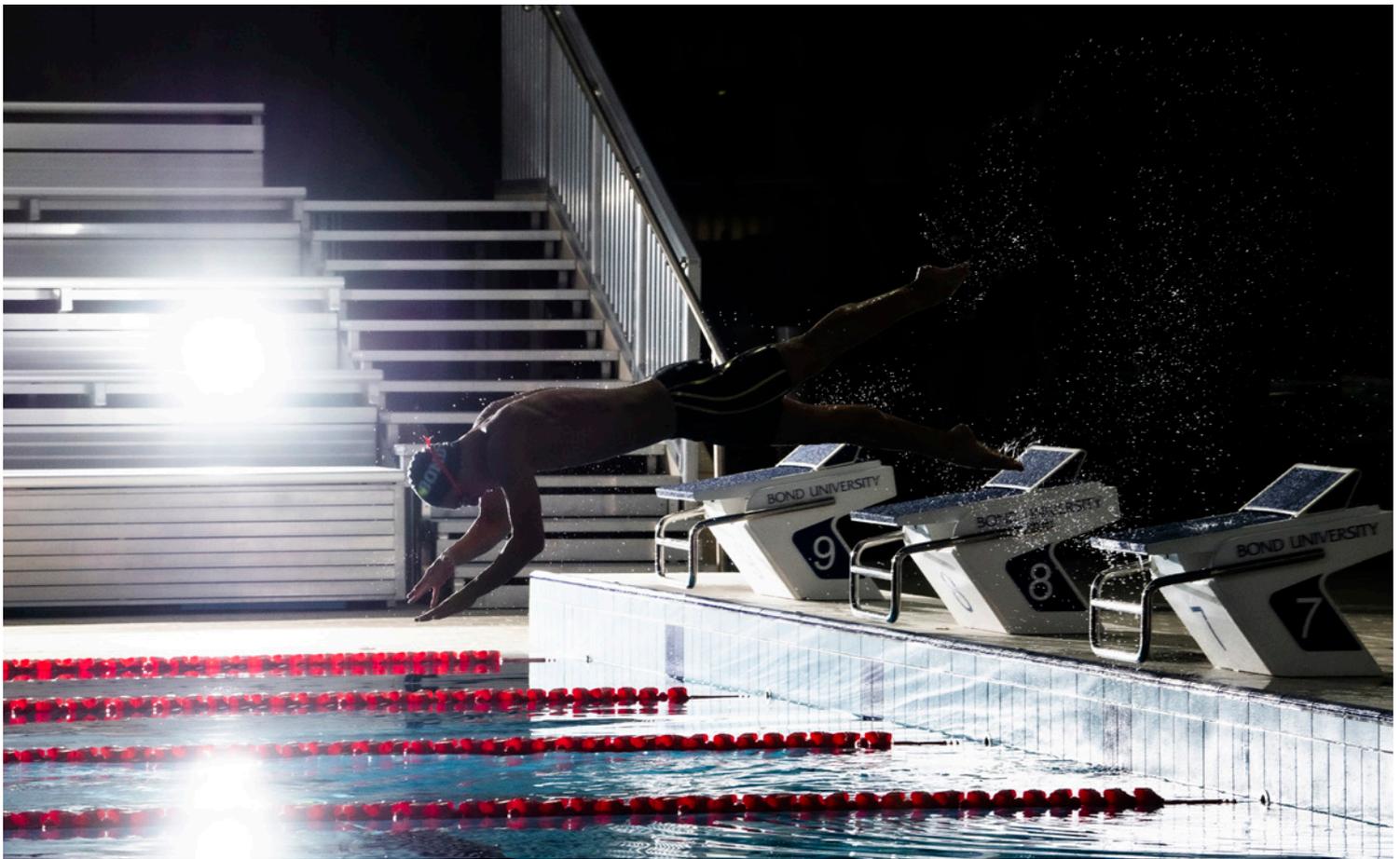
Rick Martin was announced as 2020 Coach of the Year. He achieved Master Coach Status through ASCA and the Australian Sports Commission and wrote an ASCA Journal article.

BOND ELITE SPORT PROGRAM

Members of the Bond Elite Sport Program (BESP) applied themselves very well in a year where dual career student-athletes have not always been able to see their sporting aspirations realised due to the pandemic restrictions.

Nonetheless, their application to their studies has been excellent as a group, demonstrating the value these busy, committed people are to the University's academic narrative. The Bond BESP program continues to flourish and highlights from the year include:

- Caitlyn Costello and Miah O'Sullivan were selected in the QAS Rugby 7s squad.
- Riewoldt Family AFL Excellence Scholars Ed Delany, Rhys King and Esther Boles-Frahn graduated, along with John Eales Rugby Excellence Scholars Max Dowd and Lachlan Connors.
- Bond Sport Ambassador Melanie Wright graduated from Medicine.



RUGBY

The Bond Rugby Club enjoyed its most successful year since its inception.

The many performance achievements happened during a coming-of-age year within the club's culture where a genuine community maturation was evident amongst the supporters, players, coaches and volunteers. The successful immersion and acceptance of the women's XVs in particular this year best exemplifies the positive progress and growth of a club keen on developing a strong, sustainable future.

NETBALL

The Netball Queensland Sapphire and Ruby competitions entered their second year of operation in a very disrupted fashion. It is a credit to our Netball personnel that, despite the internal administrative upheavals at state and national level, both our teams managed the delays and uncertainty extremely well.

Bull Sharks Netball provided strong junior results and a pipeline of representative players. Netball is the fastest moving Tier One program and initiatives to grow its footprint within the University are front and centre for 2021.

AFL

The Australian rules football (AFL) program managed the challenges of the year extremely well, working in concert with Bond Rugby to achieve safe, well-managed playing and spectator environments every home game for its players, coaches and supporters. Bond hosted many of the AFL glitterati throughout the season and it is clear that the University's reputation within the sport has spread to AFL headquarters in Melbourne and beyond.

Our reputation as an advocate for the women's game in particular continues to enhance our brand awareness throughout Australia and culminated in the successful hosting of AFL Queensland's Women's Grand Final Day.

SWIMMING

The cancellation of international swimming's major events, in particular the postponement of the Tokyo Olympics, impacted more heavily on this sport than any other at Bond during 2020.

However, there were still many important achievements in and out of the pool by our tremendous elite swim squad. The club's overall performance saw it maintain its high standards despite the interrupted year. The work done by our Bond coaches in recent years is now paying dividends and our swimmer pipeline of home-grown champions sees many becoming Bond students as well as swimmers.

TENNIS

The inaugural March 2020 national university Pac 7 Conference tournament, initiated and driven by Bond, was cancelled after two rounds due to the pandemic. Nonetheless, the format was well received and will be reignited in 2021 in the post-vaccine era. The tennis program yearns for some clear air to build on the very positive initial momentum of late 2019. Bond is attracting solid interest from tennis playing, school-leaver, student-athletes of quality which is a pleasing outcome despite the tournament schedule false-starts.

EQUESTRIAN

As with tennis, the sport has had very little competition this year. Equestrian Australia's new CEO will explore meaningful university level competition structures to create a student-athlete pathway for competitors as was the case for Women's Rugby 7s and Pac 7 tennis.

GOVERNANCE

GOVERNANCE STRUCTURE

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 voting membership of 30 members, to appoint the University Council, which is the board of directors of Bond University Limited. The Chair of the board is the Chancellor of the University.

The Chief Executive Officer of the University, the Vice-Chancellor, is in turn responsible to the University Council. The peak academic body of the University, the Academic Senate, which is provided for in the Constitution of the Company, is an advisory body to the Vice-Chancellor on matters relating to the academic activity of the University.

The University's status as a not-for-profit organisation is confirmed in the Constitution of Bond University Limited.

RISK MANAGEMENT

Council has established two sub-committees to oversee the Risk Management activities of the University: the Audit and Risk Management Committee and the Occupational Health and Safety Committee. Each committee has an external member as well as nominated Councillors as members.

The Audit and Risk Management Committee oversees the integrity of external financial reporting, including compliance with statutory responsibilities relating to financial reporting disclosures, principles and policies, controls and procedures. The Occupational Health and Safety Committee ensures that the University adopts a best practice approach to occupational health and safety matters on campus. In particular, the Committee adopted formal external benchmarking criteria against which the University has performed well.

VOLUNTARY GOVERNANCE CODE

The Australian Chancellors' Council in conjunction with Universities Australia have published a Voluntary Code of Best Practice for Governance of Australian Public Universities. As a private, independent, not for profit University, the Voluntary Code does not apply to Bond University. Nonetheless, Bond seeks to achieve the highest standards in corporate governance

The Council of the University has examined its governance practices and is satisfied that the University is fully compliant with all relevant governance standards.

As a company limited by guarantee we fully comply with the Corporations Act 2001, the Constitution of the Company and with the Australian Charities and Not for Profit Commission Act 2012.

COUNCIL MEMBERS

- The Hon. Dr Annabelle Bennett AC SC FAA - Chancellor
- Professor Tim Brailsford - Vice-Chancellor & President
- Mr David Baxby
- Mr Derek Cronin
- Mr Victor P Hoog Antink
- Professor Daryl Le Grew AO
- Ms Lisa MacCallum
- Ms Lisa Paul AO PSM
- Dr Emmanuel Pohl AM
- Ms Kate Vidgen

COMPANY SECRETARY

- Mr Michael Dean FCIS FGS

MEMBERS OF THE COMPANY

Council Ordinary Members

- The Hon. Dr Annabelle Bennett AC SC FAA - Chancellor
- Mr Victor P Hoog Antink

Staff Ordinary Members

- Professor Jeffrey Brand
- Ms Gina Coetzee
- Associate Professor Justin Keogh
- Mr Makarand Parulkar
- Mr Marlon Sayer
- Professor Bruce Vanstone

Alumni Ordinary Members

- Ms Eleanor Donovan
- Ms Ashleigh Golinelli
- Ms Chloe Kent
- Mr Luke McDonald
- Mr Matthew McLean
- Mr Christopher Mulcahy
- Ms Annabelle Simon
- Ms Danieka Strathdee
- Ms Tanille Turner
- Ms Solua Taylor
- Ms Jade Weller
- Mr Daniel Wood



Bond University Council: The Hon. Dr Annabelle Bennett AC SC FAA - Chancellor, Professor Tim Brailsford - Vice Chancellor & President, Mr David Baxby, Mr Derek Cronin, Mr Victor P Hoog Antink, Professor Daryl Le Grew AO, Ms Lisa MacCallum, Ms Lisa Paul AO PSM, Dr Emmanuel Pohl AM, Ms Kate Vidgen

Postgraduate Student Ordinary Member

- Mr Douglas Higgins

Undergraduate Student Ordinary Member

- Mr Aidan McKeon

Community Ordinary Members

- Mr Trevor Dietz
- Mrs Peta Fielding
- Dr Fay Haisley
- Mr Heath Hill
- Mr Tom Ray
- Mr Patrick Wallas
- Ms Julie Warwick
- Mr Kerry Watson

RECIPIENTS OF UNIVERSITY HONOURS

Emeritus Professors

- Professor Don Watts AM (Foundation Vice-Chancellor on his resignation) 1990
- Professor John Hardy (Foundation Dean of HSS) 1994
- Professor Raoul Mortley (on his resignation as Vice-Chancellor) 1997
- Professor David Allen (Law) 2002
- Professor Mary Hiscock (Law) 2002
- Professor Neville de Mestre (IT) 2003
- Professor John Farrar (Law) 2004
- Professor Ray Byron (Business) 2005
- Professor David Weedon (Medicine) 2009
- Professor Paul Wilson (Humanities) 2011
- Professor Eric Colvin (Law) 2011
- Professor Ken Moores (Business) 2011
- Professor Robert Stable AM (on his retirement as Vice-Chancellor) 2011
- Professor John Wade (Law) 2012

Honorary Degree Recipients of the University

- John D Newcombe AO OBE October 1999
- Kerry F B Packer AC December 1999
- John F Kearney AM QC February 2000
- Denis Jen June 2003
- Robin Loh October 2003
- Imelda Roche AO June 2004
- The Hon Peter Beattie October 2004
- Pat Corrigan AM June 2007
- Harry Messel AC CBE May 2008
- John W Howard AC February 2009
- Neil Balnaves AO February 2009
- Trevor Rowe AO June 2009
- Alison Kearney October 2009
- Don Watts AM October 2009
- The Hon Michael Kirby AC CMG October 2009
- Hari Harilela October 2010
- Padma Harilela October 2010
- Soheil Abedian June 2011
- Georgina Rinehart November 2013
- Alan Chan Hong Joo February 2014
- John Farrar October 2014
- Ken McGregor February 2016
- Basil Sellers AM 2018
- Raoul Mortley AO 2018
- Helen Nugent AO 2018
- Kenichi Ohmae 2019
- Alan Finch 2019

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The information published in this document is correct at the time of printing (May 2021). However, all programs are subject to review by the Academic Senate of the University and the University reserves the right to change its program offerings and subjects without notice. The information published in this document is intended as a guide and persons considering an offer of enrolment should contact the relevant Faculty or Institute to see if any changes have been made before deciding to accept their offer.