Batchelor Institute of Indigenous Tertiary Education
C/- Post Office BATCHelor NT 0845
Ph: 1800 677 095
Email: enquiries@batchelor.edu.au
Web: www.batchelor.edu.au
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Message from the Director

The release of our Research Plan 2012-2015 coincides with the launch of the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People: Final Report. This important and timely Review, led by Panel Chair Professor Larissa Behrendt, builds on the Bradley Report and examines how improving higher education outcomes among Aboriginal and Torres Strait Islander people will contribute to nation building and reduce Indigenous disadvantage. Ultimately, the recommendations in the Review aim to achieve parity in higher education for Aboriginal and Torres Strait Islander students and staff. Rightly so, research training and research career development feature strongly in the Review, with the Panel recommendations aiming ‘to achieve more high-quality Aboriginal and Torres Strait Islander researchers in universities and research agencies contributing to a national research agenda that values Aboriginal and Torres Strait Islander perspectives and reflects Indigenous development priorities.

This highly informative Review in many ways underscores the importance of Batchelor Institute achieving success with our research training and research development agenda. It positions our research directions in a broader national context and allows for a wider sector awareness of the challenges and opportunities ahead of us as we continue to advance the many strategies and achieve the six strategic objectives of this Research Plan.

Thanks to the support of a range of partners and three year project funding through the Department of Innovation, Industry, Science, Research and Tertiary Education’s (DIISRTE) Collaborative Research Network (CRN) Program, the Institute has already established the parameters for effective research concentration, successful Indigenous researcher capacity building, and meaningful research networks of collaboration. Our appreciation is extended to our CRN project partners from the Australian Institute of Aboriginal and Torres Strait Islander Studies, the Australian National University, Charles Darwin University and Monash University as well as to the Commonwealth and Northern Territory governments for their on-going support for our research mission and for their engagement with the Institute as a provider of contracted research services. We also acknowledge recent success with colleagues and research partners of the Cooperative Research Centre for Remote Economic Participation, as well as industry and community partners who come to us for our particular expertise in Aboriginal and Torres Strait Islander community-located research.

Lastly our appreciation goes to the individuals who have opted to pursue research qualifications at the Institute. We understand their challenge and acknowledge their dedication and commitment to succeed in their chosen fields of research, often not only for themselves but for their families and communities and we are committed to continually improving the support available to them.

Batchelor Institute has undertaken considerable work in refocussing and concentrating our research effort to the areas of Indigenous knowledges and cultural maintenance and I believe we have a very bright future in research and making a substantial contribution nationally. We look forward to tracking and sharing our progress, and seeing the impact of this Research Plan into the years ahead.

Adrian Mitchell
Director
Institute Purpose and History

Batchelor Institute is a dual sector tertiary education provider with expertise and long established relationships with Indigenous Australians in rural, remote and urban communities Australia-wide. The Institute is known for providing a culturally safe and supportive education and research training environment and for advancing the aspirations of many Aboriginal and Torres Strait Islander Australians. Through its work of nearly 40 years, Batchelor Institute has made a unique and sustained contribution to the cultural, social and economic development of Australia.

BRIEF HISTORY

- Batchelor Institute began in the late 1960s as a small annexe of Kormilda College, providing programs for Aboriginal teacher aides and assistants in community schools and in 1974 moved to the township of Batchelor.
- In 1982 the Institute commenced as a dual sector tertiary provider and since then has continuously built a focus on learning that is supportive of Aboriginal and Torres Strait Islander cultures.
- A second Batchelor campus was established in 1990 in Alice Springs.
- Between 1988 and 1999 the Institute was known as Batchelor College.
- In 1999 the current Batchelor Institute was established by the Batchelor of Indigenous Tertiary Education Act with an emphasis on Aboriginal and Torres Strait Islander Australian ownership through the governance of the Batchelor Institute of Indigenous Tertiary Education Council.
- Since the Australian government Higher Education reforms of 2003 Batchelor Institute has been recognised and funded as a 'National Institute'.
- In 2011 Batchelor Institute entered into a collaborative partnership with Charles Darwin University to establish the Australian Centre for Indigenous Knowledges and Education (ACIKE) for the shared delivery of a range of Higher Education and Postgraduate Coursework study options which address the needs of Aboriginal and Torres Strait Islander students.

The Institute has had a relatively brief research history in comparison to the remainder of the Australian Higher Education sector having first received Research Block Grant funding in the form of the Institutional Grants Scheme in 2002. As a key component in its strategic growth, Batchelor Institute established a Research Division and operational plan and, from this, developed and offered a Masters of Indigenous Knowledges by Research in 2007 and a PhD program in 2009.
Framing the Research Plan

The Institute vision is:


Three key internal documents informing the scope and direction of this Research Plan are:-

3. Collaborative Research Network (CRN) project Funding Agreement between the Department of Innovation, Industry, Science, Research and Tertiary Education (DIISRTE) and Batchelor Institute.

The relationship between these overarching documents and this Research Plan is depicted in the diagram below. The diagram also highlights the importance of the strong alignment between the Institute’s People, Programs, Projects and Partnerships for this Research Plan to be effective and sustainable over the long term.
Other external source documents and initiatives informing this Research Plan include:-


Otherwise known as the Bradley Report, this report puts forward a range of recommendations about higher education targets, funding models and quality and framework management. Many of the recommendations implemented by the federal government are well underway and continue to influence both the Institute’s strategic directions and our operational activity, particularly in terms of the ACIKE partnership with CDU and our research planning.

Powering ideas: An innovation agenda for the 21st century.

This 2009 report, by Dr Terry Cutler, outlines a vision for a national research and innovation system for 2020. Recommendations from the Cutler Report have subsequently shaped a number of research and research funding policy and program changes which, in turn, have created opportunities and challenges for this Plan.

Research Skills for an Innovative Future: A research workforce strategy to cover the decade to 2020 and beyond.

Amongst other things, this strategy advocates for additional scholarship support for Indigenous Australians and the implementation of an Indigenous research workforce plan for the higher education sector.

Excellence in Research for Australia.
http://www.arc.gov.au/era/default.htm

The Excellence in Research for Australia (ERA) initiative uses a combination of indicators and expert review to assess research quality within Australia’s 41 higher education providers. ERA outcomes are included as a key measure of the Institutes’ performance in our mission-based compact. They inform the allocation of Sustainable Research Excellence (SRE) and Research Training Scheme (RTS) funding.

Australian Qualifications Framework.

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework and for our purposes, outlines the specifications for AQF Level 9 – Masters by Research and AQF Level 10 – PhD awards.

Tertiary Education Quality and Standards Agency.

From January 2012, the Tertiary Education Quality and Standards Agency (TEQSA) commenced its legislated role of registering and evaluating the performance of higher education providers against the new Higher Education Standards Framework. Over the life of this Plan, Batchelor Institute will be applying for Higher Education Provider (HEP) re-registration and working to meet and maintain the threshold standards within the TEQSA Provider Standards and Qualifications Standards.
Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People: Final Report.

The Review, led by Panel Chair Professor Larissa Behrendt, builds on the Bradley Review. The review investigates how improving higher education outcomes in Indigenous people will contribute to nation building and reduce disadvantage in the Aboriginal and Torres Strait Islander population. The Review focuses on the specific barriers that are preventing Indigenous people from achieving their full potential in higher education, and recommends actions to improve higher education outcomes. The ultimate aim of the Review is to achieve parity in higher education for Aboriginal and Torres Strait Islander students and staff. The Panel’s recommendations, specifically in relation to research, aim to achieve more high-quality Indigenous researchers in universities and research agencies contributing to a national research agenda that values Aboriginal and Torres Strait Islander perspectives and reflects Indigenous development priorities.

Drawing on these documents, the Institute has extracted a series of assumptions to inform this Research Plan. The assumptions are that:-

- Excellent research will be funded wherever it occurs.
- Collaborative arrangements between universities and other research entities are valued.
- Diversity in institutional research agendas, across the sector, is desirable.
- Focus should be on building research concentration in areas of research strength.
- Strong alignment should exist between research and teaching and learning profiles.
- Indigenous researcher capacity building remains a priority for the higher education sector.
Concentration, Quality and Success

In 2011 Batchelor Institute was awarded Collaborative Research Network (CRN) funding from the Commonwealth Department of Innovation, Industry, Science, Research and Tertiary Education to implement the Indigenous Research and Researcher Development Project. The project, now named the Indigenous Research Collaborations (IRC) project, is intended to increase the research capacity of Batchelor Institute with the support of our research partners: Monash University; Charles Darwin University; the Australian Institute of Aboriginal and Torres Strait Islander Studies and the Australian National University.

Beginning in 2012, this three year program is directly tackling a national need for Indigenous research and researcher capacity building, researcher critical mass and effective nodes and networks of collaboration across the Institute’s existing areas of research concentration.

The Institute’s IRC project focuses on three broad discipline areas. These areas can be identified through the following Field of Research Codes:

- Division 19 Creative Arts.
- Division 13 Education.
- Division 20 Language and Linguistics.

In addition to these concentrated areas of research, the Institute supports its career researchers who work in other areas of significance for Indigenous Australian Communities and Livelihoods.

The function of narrowing disciplines under the IRC project is to ensure that the Institute research focus is channelled into a supportable and directed set of areas. The Creative Arts, Education and Language and Linguistics areas were demonstrated under the original Collaborative Research Network project application to the Commonwealth as suitable for a more focused and strategic direction for Batchelor Institute’s research direction. The IRC project is now facilitating this focus.
Research Partnerships

An agenda of collaboration with a range of research organisations is aimed at supporting the expansion of the Institute’s research networks and partnerships and at assisting the Institute increase its research activity and outputs.

Three such collaborative arrangements that will remain active across the life of this Plan are:-

1. **The Indigenous Research Collaborations**, whereby Batchelor Institute has been funded under the DIISRTE Collaborative Research Network (CRN) to team up with Monash University, Australian National University, Charles Darwin University and the Australian Institute of Aboriginal and Torres Strait Islander Studies to establish an Indigenous research and researcher development partnership. This partnership complements and strengthens the links between all partners nationally and regionally, and provides additional resourcing and stimulus to the challenge of:
   - Empowering Indigenous researchers for enduring leadership.
   - Strengthening the research culture of Batchelor Institute.
   - Establishing long term networks and partnerships.
   - Developing and nurturing academic careers.
   - Broadening Higher Degrees by Research (HDR) student access to supervisors.
   - Increasing researcher access to research resources.
   - Increasing research output and growing research income.

2. **The Cooperative Research Centre for Remote Economic Participation** which the Institute contributes to as an Essential Partner through:-
   - Coordinating the education management and postgraduate support programs of the CRC.
   - Leading the ‘pathways to employment’ research project which sets out to map both pathways between formal education and employment and pathways that reflect a broader interpretation of learning, vocation and work through exploring the experiences and aspirations of Aboriginal and/or Torres Strait Islander people who reside in remote communities.

   This level of engagement with the CRC-REP has provided opportunities for Batchelor, for the first time, to:-
   - Join and/or lead CRC projects.
   - Establish and lever off research networks.
   - Develop long term research partnerships with industry, community and government.

Batchelor Institute HDR students with projects of relevance to the CRC-REP will have access to a comprehensive HDR candidate development and support program.

3. **The Australian Centre for Indigenous Knowledges and Education** (ACIKE), which is a collaborative joint venture between Batchelor Institute and Charles Darwin University (CDU), has the agreed purpose of empowering and inspiring Aboriginal and Torres Strait Islander Peoples to realise their full potential within Australian society through relevant and accessible education. The co-location of CDU and Batchelor Institute teaching and research academics from late 2012 in a newly built ACIKE building on the Casuarina campus of CDU will facilitate co-supervision of HDR students, a range of research collaborations and a strengthening of an Indigenous-friendly research culture for both institutions, as well as in crossover areas of teaching and research.

Other partnerships will be explored over the life of this Research Plan.
**ERA and Research Focus**

With respect to the Excellence for Research in Australia (ERA) agenda, Batchelor Institute has not achieved sufficient volume of output, in either 2010 or 2012 ERA submissions, to reach threshold. This has meant the Institute’s research output has not undergone external assessment and, as a result, cannot at this time advertise a research ranking in any particular Field of Research (FoR).

Nevertheless the ERA process has been beneficial for identifying and monitoring peak groupings of research activity across the Institute’s education and training profile.

The ERA process has confirmed the Institute’s current status as a ‘young’ and ‘emergent’ research organisation with an immediate agenda focused on building research activity alongside a quality Higher Degree by Research program.

Strategies within this Research Plan are intended to consolidate an elevated research activity baseline, and work toward the next stage in the research maturation pathway for each of the IRC focus areas: Creative Arts, Education and Language Fields of Research.

Adapted from C. McMillen, undated.
Implementing the Plan

Underpinned by the Institute’s unique historical expertise in providing effective educational pathways and the privileging of Indigenous knowledge, epistemology and research methodologies, the IRC project is a central component to the Institute’s objective of advancing mutual research strengths in Indigenous Creative Arts, Education and Language.

Batchelor Institute is committed to investing strongly into the IRC project and, without blocking complete supply of resources to other fields of research linked to our teaching and training areas (such as social justice, life quality, environment and health), this Plan will focus and prioritise research resources, including key research block grants, around the three nominated Fields of Research.

Implementation of the Research Plan is the responsibility of the Research, Teaching and Learning Division.

Objectives

The following research-oriented objectives are articulated in the Mission-based Compact between the Commonwealth of Australia and Batchelor Institute:

1. Focusing research activity and building profile.
2. Building research capacity, expertise and resources.
3. Strengthening the research culture of the Institute.
4. Building national and international networks and partnerships.
5. Improving quality and performance in HDR outcomes.
6. Increasing research income and output.

The Institute is committed to a ‘both-ways’ philosophy which aims to ensure that educational pathways, including research career pathways, are made available through the provision of a culturally safe environment that is supportive of Indigenous ways of knowing, being and doing.

Elements of this Research Plan combine to build on this philosophy in the HDR and research career space, empowering Indigenous students and Indigenous researchers through privileging their knowledge and providing opportunities for collaboration with world class researchers and institutions. Through the strategies that support our objectives, we aim to see our unique research culture distributed throughout our networks of collaborating institutions and become a model for the broader higher education sector.

The Institute is committed to a ‘both-ways’ philosophy which aims to ensure that educational pathways, including research career pathways, are made available through the provision of a culturally safe environment that is supportive of Indigenous ways of knowing, being and doing.
OBJECTIVE 1: FOCUSING RESEARCH ACTIVITY AND BUILDING PROFILE

Many Indigenous academics and HDR students elect to work and/or enrol at Batchelor Institute because it is known nationally as the only Indigenous tertiary institution in Australia. Through a range of strategies outlined here, the Institute aims to focus on and increase research activity and impact in the following identified Field of Research (FoR) Codes.

- Division 19 Creative Arts.
- Division 13 Education.
- Division 20 Language and Linguistics.

In addition to these concentrated areas of research, the Institute aims to support its career researchers who work in other areas of significance for Indigenous Australian Communities and Livelihoods. The combination of strategies outlined below aim to build the Institute’s research reputation and subsequently enhance its core objective of supporting approaches to Indigenous empowerment through research.

GOAL

1. To achieve impact, profile and reputation through a highly-focused and visible research program.

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<tr>
<th>TARGETS</th>
<th>STRATEGIES</th>
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<tbody>
<tr>
<td>• Demonstrate substantial improvement in output in each of the three nominated FoRs (as defined by the two-digit level).</td>
<td>1.1 Develop researcher profiles for public promotion (web and print format) and a modifiable profile/promotional package to promote and profile and research.</td>
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<td>• Monthly profiles and stories on the Batchelor home page and an annually updated printed research portfolio.</td>
<td>1.2 Increase the accessibility of research output and profile the impact of research activity to increase external recognition of the Institute’s research focus and activity.</td>
</tr>
<tr>
<td>• Full alignment of research resources and incentives with Institute areas of research concentration.</td>
<td>1.3 Set researcher and research targets against the three areas of Institute research concentration, with clear designations against FoR codes.</td>
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<td>1.4 Foster Communities of Practice (COP) in research cohort areas defined by the Institute’s research concentration areas.</td>
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<td>1.5 Accept only new students whose topics fall into the Institute’s nominated FoR codes.</td>
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<td>1.6 Align the allocation of internal research grant, conference funding and research fellowship funding with the Institutes’ research focus.</td>
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<td>1.7 Establish research-specific graduate attributes associated with the research foci and unique Indigenous research context.</td>
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<td>1.8 Create a Research Impact Register with links to evidence.</td>
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OBJECTIVE 2: BUILDING RESEARCH CAPACITY, EXPERTISE AND RESOURCES

In comparison with the wider University sector, Batchelor Institute has a relatively low quantum of experienced researchers and eligible supervisors. Strategies under this objective aim to facilitate research career development and build research capacity among staff which, in turn, will increase the pool of new researchers and HDR supervisors available within the Institute. Priority will be given to the recruitment and support arrangements for Indigenous researchers, Indigenous staff fellows and Indigenous HDR candidates.

As many institutions across Australia are engaged in research that intersect with the fields of research prioritised at Batchelor Institute, this Plan also identifies strategies for achieving economies of scale, efficient utilisation of resources and effective systems of research management.

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<th>GOAL</th>
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<tr>
<td>2. To achieve a critical mass of researcher academics for an efficient and sustainable HDR and research program.</td>
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<th>TARGETS</th>
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<tr>
<td>• Increase the number of Indigenous staff with, or working toward, HDR qualifications to six (6).</td>
<td>2.1 Develop research plans with academics and researchers that are negotiated and signed off by their supervisors and managed through the Institute performance process.</td>
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<tr>
<td>• All researchers and HDR candidates have negotiated Research Plans in place.</td>
<td>2.2 Formalise a research mentoring mechanism for early career researchers.</td>
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<tr>
<td>• Build and maintain an Indigenous HDR students pipeline of 20 students.</td>
<td>2.3 Engage in the recruitment of teaching academics so every opportunity is made to attract early career and established research academics.</td>
</tr>
<tr>
<td>• Increase the number of Indigenous staff on research related editorial, ethics, reference and peer review boards to eight (8).</td>
<td>2.4 Identify specific support for research-invested Indigenous staff, including support in career and researcher development in line with national practices.</td>
</tr>
<tr>
<td>• Of new academic staff hired at the Institute, 85% have research capability and supervision experience.</td>
<td>2.5 Increase the number of Indigenous academic staff with, or working toward, HDR qualifications and identify other opportunities for research capacity building for Indigenous staff.</td>
</tr>
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<td>• A three-fold increase in the number of Adjunct researcher appointments across the life of the Plan.</td>
<td>2.6 Develop opportunities for research engagement and development amongst researchers both within the Institute and through clearly defined external networks.</td>
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<td>2.7 Build the number of adjunct researchers including retaining links with high performing staff that have left the Institute and HDR alumni that have become researchers.</td>
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<td>2.8 Support appropriate external resources for researchers to undertake ongoing research, such as library access with a partner and support through institutional memberships of professional associations.</td>
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<td>2.9 Manage a research seminar series calendar for career researchers, to include seminars (accessed online where necessary) by our partners as well as our own internal research seminar.</td>
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<td>2.10 Ensure comprehensive accurate recording of research performance to allow for well-informed strategic planning and timely reporting of research outcomes to relevant stakeholders.</td>
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<td>2.11 Develop and promote grant management and grant process training, mentoring and peer review support.</td>
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<td>2.12 Establish an annual process for research and research training resource planning with the Institute's Library and Information Services.</td>
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OBJECTIVE 3: STRENGTHENING THE RESEARCH CULTURE OF THE INSTITUTE

Through a range of aligned and coordinated initiatives and a commitment to highly targeted research growth, the Institute will work toward enrichment of the research culture. An enhanced research culture at Batchelor Institute is seen as a key objective to supporting the long term research development of the Institute, and for contributing to collaborative ventures in ACIKE and with other research partner organisations.

GOAL

3. To achieve a culture of research quality and performance.

TARGETS

- An 'active researcher' register established.
- One new research story per month on the Institute home page.
- Strong attendance and engagement at Institute-hosted seminars and workshops.
- Student evaluation register and response diary in place.

STRATEGIES

3.1 Attract and retain high-performing staff and research students by providing a research environment that supports and promotes their endeavours.
3.2 Coordinate and promote Institute-hosted research seminars/workshops and link with similar research forums at partner institutions.
3.3 Establish a 'research active' classification for academic staff and build the number of research active staff over the life of the Plan.
3.4 Formalise a research supervision training and registration program for research staff.
3.5 Support internal research discussion groups, forums and peer review processes for staff and students.
3.6 Build the HDR student experience through exposure to high quality research mentoring and support and through the provision of avenues for student evaluation and feedback on their experiences.
3.7 Acknowledge the contribution and promote the success of research academics and HDR candidates on the Institute website.
3.8 Provide an advisory and support service throughout the research project lifecycle, including for grant applications, ethics and integrity, HDR training, intellectual property and publication.
3.9 Establish policy and procedures to support the identification and awarding of a Batchelor Institute Honorary Doctorate.
OBJECTIVE 4: BUILDING NATIONAL/INTERNATIONAL NETWORKS AND PARTNERSHIPS

Batchelor Institute has had a long history of working with other universities on research activities. At times these working relationships have been productive and supportive however there are many examples of the Institute in the past being invited into the research relationship at a late stage, well after a project had been designed and costed. Through these earlier arrangements, Batchelor Institute acted largely as a gateway for researchers to access Indigenous peoples or community networks and little benefit was derived from the relationship.

Since 2007 the Institute has set in place stronger and more beneficial principles for collaborating with other research institutions. The strategies outlined in this Plan aim to enable the Institute to continue to build on existing research networks and relationships and further develop respectful, long term and mutually beneficial research collaborations.

GOAL

4. To achieve national and international research networks and collaborations.

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<th>TARGETS</th>
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<tr>
<td>Over the life of the Plan:</td>
<td>4.1 Initiate a staff/fellow exchange program with IRC partner institutions</td>
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<tr>
<td>• A successful Indigenous Research Collaboration CRN Project</td>
<td>4.2 Hold joint institutional researcher forums/conferences on an annual basis</td>
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<td>• Three (3) successful jointly supervised HDR completions</td>
<td>4.3 Increase joint publications and joint grant applications with academics from IRC partnering institutions</td>
</tr>
<tr>
<td>• Two (2) new nodal research collaborations nationally and one (1) international research partnership</td>
<td>4.4 Establish partner communications and social networking sites that facilitate continuing partner discussions on Indigenous knowledge systems and research</td>
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<td>4.5 Increase the number of adjunct researcher appointments at the Institute and establish similar research affiliations for Batchelor Institute researchers with other partner organisations</td>
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<td>4.6 Lever off the CRC-REP relationship to increase active research engagement with other CRC partners and networks.</td>
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<td>4.7 Participate in Territory, national and international research, and research administration, development and partnership initiatives such as CRN Project Managers Forums</td>
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<td>4.8 Establish an agreement with a partner institution to undertake research ethics review and approval for Institute research and HDR ethics applications</td>
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OBJECTIVE 5: IMPROVING QUALITY AND PERFORMANCE IN HDR OUTCOMES

Indigenous Australians are poorly represented in both research training degrees and research employment throughout the nation. According to the ‘Research Skills for an Innovative Future’ Report (http://www.innovation.gov.au/Research/ResearchWorkforceIssues/Documents/ResearchSkillsforanInnovativeFuture.pdf), Indigenous students accounted for only 0.86 per cent of domestic doctorate enrolments in the Australian Higher Education sector in 2008. This is well below the implicit population share of 2.5 per cent, and the proportion of university research only and research and teaching positions occupied by Indigenous staff are well below that required to achieve population parity.

Batchelor is well placed to provide a safe and unique research training environment that supports Indigenous research practice and methodologies, which otherwise are not always well understood in the research community and accommodated in research studies. With this challenge overcome, the strategies for this goal are largely focused on improving quality and performance in HDR outcomes.
### GOAL

5. To achieve quality and performance in HDR outcomes.

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<th>TARGETS</th>
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<tr>
<td>Over the life of the Plan:</td>
<td>5.1 Initiate a rigorous early and mid-candidature ‘milestones’ process for HDR students and ensure clear research plans are devised by the HDR student and their supervisory team.</td>
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<td>• Three (3) HDR completions per year by the end of 2015</td>
<td><strong>5.2</strong> Refine candidate information and acceptance criteria to achieve full alignment between new candidate research directions and the Institute's areas of research concentration.</td>
</tr>
<tr>
<td>• Full alignment of HDR research with Institute areas of research concentration.</td>
<td><strong>5.3</strong> Develop and provide clear and detailed information for students on the resources, activities and support available, and update that information regularly.</td>
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<td>• A structured and supported supervisor training and mentoring program in place</td>
<td><strong>5.4</strong> Refine processes associated with identification and appointment of supervisors to ensure at least two supervisors per HDR candidate are in place upon enrolment.</td>
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<td><strong>5.5</strong> Provide induction for supervisors, including the provision of training and process information appropriate to their area and provide training and mentoring for new supervisors.</td>
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<td><strong>5.6</strong> Ensure supervisors only supervise within their area of expertise, whether as principal supervisor or as a specific contributor to a supervisory team.</td>
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<td><strong>5.7</strong> Implement and monitor a structured external supervisor arrangement, using our institutional partners as early-adopters.</td>
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<td><strong>5.8</strong> Develop and initiate a schedule of external assessment of the Institute's HDR programs.</td>
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<td><strong>5.9</strong> Increase access to discipline-specific and generic skills training for HDR candidates.</td>
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<td><strong>5.10</strong> Manage and update a research seminar series calendar for HDR students, incorporating online seminars by our partners as well as the Institute’s weekly Friday Research Seminar.</td>
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<td><strong>5.11</strong> Provide clear assessment and exit support for HDR students.</td>
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<td><strong>5.12</strong> Increase the number of HDR scholarships over the life of the Plan.</td>
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<td><strong>5.13</strong> Respond to TEQSA and other external quality assessments.</td>
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<td><strong>5.14</strong> Work with IRC partner institutions and the Commonwealth to establish an agreed approach and procedure for benchmarking Institute performance.</td>
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OBJECTIVE 6: INCREASING RESEARCH INCOME AND OUTPUT

Research income and output are markers of successful grantsmanship and research activity. Over the last five years Batchelor Institute has steadily increased its research output as well as broadened its research income base to include significant percentages of CRC and Industry HERDC categories of research funds.

As a number of research staff will go ‘off-line’ to undertake HDR studies over the coming years, the Institute expects a net reduction in research income across the early period of this Plan. The Institute does however anticipate a rebound in income and a significant growth in research output over the Plan’s total life, particularly as ‘researchers in training’ near completion of their candidature, build their publication portfolio and then target research funding.

Strategies outlined below aim to support these income and output objectives.

GOAL

6. To achieve $1M research income in one reporting year and a research output threshold for ERA assessment

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<th>TARGETS</th>
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<tr>
<td>• An increase in the HERDC publication claim for the organisation</td>
<td>6.1 Increase support and review processes available to competitive research grant applicants and provide advice and assistance for modelling success.</td>
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<td>• Produce sufficient volume of research output in one area to enable ERA assessment at a 2 digit FoR level</td>
<td>6.2 Support at least one eligible Indigenous staff member or HDR candidate to apply for an ARC Discovery Indigenous (DI) grant per year.</td>
</tr>
<tr>
<td>• HERDC research income growth with no less than: - $100,000 Category 1 income per year - $500,000 Category 2 income per year - $50,000 Category 3 income per year - $60,000 Category 4 income per year</td>
<td>6.3 Support at least one eligible Indigenous staff member or HDR candidate to apply for an AIATSIS fellowship per year.</td>
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<td>6.4 Strengthen the Weekly Friday Research Seminar and support staff and HDR student attendance at writing for publication skills workshops.</td>
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<td>6.5 Resource an internal writing fellowship grant available to early career researchers and staff completing doctoral studies.</td>
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