



**Australian Government**

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

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## **2014-16 Mission-based Compact**

Between:

The Commonwealth of Australia

and

Batchelor Institute of Indigenous Tertiary  
Education

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This compact is between

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

The Minister for Tertiary Education, Skills, Science and Research

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

ABN 77 599 608 295

Of

Industry House

10 Binara Street

Canberra ACT 2601

And

Batchelor Institute of Indigenous Tertiary Education

ABN 320 391 791 66

A body corporate under the Batchelor Institute of Indigenous Tertiary Education Act 2012

Of

Cnr Nurndina St and Kirra Cres, Batchelor, NT 0845

**(University)**

### A. Policy Setting

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

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

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

### B. The Purpose and Effect of this Compact

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

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

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

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

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

### C. Establishment of the Compact

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

### D. The Principles of Commonwealth Funding Support

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

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

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

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

#### **E. The Structure of this Compact**

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

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

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

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

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

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

## PART ONE: FOCUS & MISSION

### The Commonwealth's Focus for this Compact

The Commonwealth's ambitions for higher education include:

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

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

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

## **1 THE UNIVERSITY'S MISSION AND STRATEGIC PRIORITIES**

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### **1.1 The purpose of the University's Mission**

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

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

### **1.2 The University's Mission and Strategic Priorities**

Batchelor Institute is a specialist, dual sector tertiary education provider that services the Higher Education and Vocational Education and Training needs of Aboriginal and Torres Strait Islander peoples. It provides culturally safe and sustainable education and training that fosters the aspirations of Indigenous Australians, thus contributing to the cultural, social and economic development of Australia.

The central task of the Institute is to provide tertiary education that engages students in the development of appropriate responses to national-to-local priority issues associated with improving employment and community wealth generation, alongside and in balance with ensuring cultural survival, maintenance, renewal and transformation within the contemporary social, political and economic context for Indigenous Australians.

With the passing on 14 May 2012 of the amended Batchelor Institute of Indigenous Tertiary Education Act, a new Institute Council formally commenced in March 2013. The new Institute Council consists of 10 specialist members, of which six members, including the Chairperson, are Indigenous. Under the revised Act an Indigenous Advisory Board has also been established to advise the Institute about cultural and social issues, consult with Indigenous people, communities and organisations, advise the Institute on systemic and structural changes aimed at improving outcomes for Indigenous students and undertake activities as requested by Institute Council. The Indigenous Advisory Board consists of six members all of whom are Indigenous.

#### **Strategic Plan**

The current Batchelor Institute Strategic Plan (see [http://www.batchelor.edu.au/biite/wp-content/uploads/2012/06/Strategic-Plan-2012\\_2014\\_Web.pdf](http://www.batchelor.edu.au/biite/wp-content/uploads/2012/06/Strategic-Plan-2012_2014_Web.pdf)). Our Vision continues to be Batchelor Institute: a site of national significance in Indigenous education – strengthening identity, achieving success and transforming lives.

For the period 2012 to 2014 the key priorities identified in the organisation's Strategic Plan are:

1. Nationally recognised for expertise and success in remote delivery
2. Driven by collaborative partnerships with Aboriginal and Torres Strait Island communities and organisations, industry, government, community and other education, training and service providers
3. Utilising participatory and pathway models of education and training that achieve student employment and/or career advancement
4. Providing a high level of student and stakeholder client focus
5. Operating within a culture of continuous improvement in quality teaching, learning and research
6. Internationally recognised for leadership in intercultural education and Aboriginal and Torres Strait Islander knowledges, languages and scholarship
7. Engaging an increased representation of Aboriginal and Torres Strait Islander youth
8. Operating with a high representation of Aboriginal and Torres Strait Islander staff
9. A vibrant Higher Education provider participating in a successful ACIKE collaborative partnership

Batchelor Institute recognises that the development and maintenance of strong partnerships and collaborations are essential to the relevant and effective delivery of core services. Throughout the life of this current Strategic Plan and on-going across the life of this Compact, Batchelor will maintain its traditionally strong engagement with Aboriginal and Torres Strait Islander communities, as well as with industry; government; educational and research partners and other key stakeholders to ensure the strong quality of delivery and education and training pathways to contribute to both successful employment outcomes and strong communities for Aboriginal and Torres Strait Islander Australians. There are a number of examples of collaborative relationships that have been established in recent years including that with the Minerals Council NT and a strong focus on working closely with remote CDEP and Job Services Australia providers to maximise the resources available to support education and training and to ensure that genuine pathways are put in place. For the period 2013 to 2016, establishing similar relationships with Remote Jobs and Communities Program (RJCP) providers will be a major focus for the Institute.

The Both-ways philosophy, for which Batchelor Institute has a national reputation, remains central to the engagement of students and communities and for the long-term future of the Institute.

'Both-ways is a philosophy of education that brings together Indigenous Australian traditions of knowledge and Western academic disciplinary positions and cultural contexts, and embraces values of respect, tolerance and diversity.'

At the heart of Both-ways lies the recognition of the legitimate right of Aboriginal and Torres Strait Islander peoples to determine the nature of their engagement with various knowledge systems, including their own intellectual and social traditions and practices in the past and in the present.

From a foundation built on Both-ways, as our guiding educational philosophy and practice, Batchelor Institute possesses characteristics which weave together to define its unique identity and contribute to its sustainability. As Batchelor continues its re-emergence as an education and training provider dedicated to the empowerment of Indigenous people the strategies being implemented can be best summarised under the following directions for 2013 and onwards.

- core focus on remote Indigenous communities and their aspirations.
- highly engaged and aligned with Government policy and priorities and the partner of choice with relevant industry, sector, employer and Indigenous organisations
- strong Indigenous voice and profile reinforcing Batchelor Institute's vision, priorities and strategies
- clearly articulated value proposition, market positioning and stakeholder engagement plan
- revitalised partnership with Charles Darwin University aligned to this vision, with clear accountabilities
- outcomes driven and culturally safe Both-ways learning philosophy and practices
- aligned, imbedded and networked research capabilities
- committed to growth, continued financial discipline and good business practice

### **Vocational Education and Training (VET)**

As a Registered Training Organisation, Batchelor Institute delivers vocational education and training with a focus on remote delivery, vocational areas aligned to remote community employment opportunities, foundation skills including work readiness and pathways to higher education.

An increased amount of training is being delivered remotely in response to community demand. The majority of training is also undertaken in collaboration with other organisations such as RJCPs, Local Government, Government agencies, key Indigenous organisations or industry to maximise the resources available to support delivery, develop more effective engagement and learning models and ensure that there are genuine employment or further education or training pathways for participants.

#### Six Key Areas of Focus:

1. Community Services (Children's Services, Youth Work, Education Support Worker, Aged Care)
2. Creative Industries (Art, Media, Languages)
3. Health and Well Being (Aboriginal and Torres Strait Islander Health Worker, Indigenous Environmental Health)
4. Conservation and Land Management
5. Construction and Mining
6. Foundation Skills with a focus on Work Readiness skills

Batchelor is also endeavouring to establish itself as a Registered Training Organisation (RTO) with considerable expertise in addressing foundation skills (literacy and numeracy, work readiness, self-esteem) to improve outcomes in subsequent accredited training. This will form the framework for Batchelor Institute to continue to be an RTO of choice for Aboriginal and Torres Strait Islander people with the implementation of the National Partnership Agreement 'Skills Reform' and government funded training being opened up to increased competition.

VET achievements over the last few years include winning the Training Collaboration Award at the National Training Awards in 2012 for collaboration with the Minerals Council NT in the delivery of an Indigenous mining pre-employment program that achieved very high employment retention rates, establishing a number of other collaborative relationships aimed at improving training and employment outcomes, accessing a substantially increased amount of external funding, putting in place improved pathways to Higher Education (Certificate IV and Diploma programs in Education Support Worker and Aboriginal and Torres Strait Islander Health Worker) and securing a substantial VET in Schools program which will assist with increasing the future engagement of Indigenous youth in the training, education and workforce sectors.

#### **Higher Education**

##### *Australian Centre for Indigenous Knowledges and Education*

In 2012 Batchelor Institute of Indigenous Tertiary Education ceased to deliver enabling, undergraduate and post graduate coursework programs and entered into a collaborative partnership with Charles Darwin University known as the Australian Centre for Indigenous Knowledges and Education. From a TEQSA perspective, Batchelor Institute's higher education teaching activities within ACIKE fall under a third party arrangement, with CDU sub-contracting delivery to Batchelor Institute.

Batchelor Institute's strategic efforts over the term of this Compact will be to focus on gaining market acceptance of the ACIKE courses and the collaborative partnership. This will include:

- a stronger focus on the initial engagement of Indigenous learners in Higher Education
- continued growth in enrolments in Preparation for Tertiary Success, an enabling program developed specifically for Aboriginal and Torres Strait Islander students
- specialist undergraduate units or post graduate programs targeting non-Indigenous students seeking to be more effective in the provision of remote service delivery, engaging with Indigenous clients or interested in Indigenous cultures and history
- undergraduate programs aligned to crucial rural and remote professions such health and education
- promoting our culturally appropriate learning environment that provides the 'mixed mode' delivery option that has been significantly enhanced by on-line learning resources to increase success rates and attract a wider range of Indigenous students including those in employment and a younger cohort of learners such as school leavers
- VET pathways to Higher Education
- relationships with schools including increased delivery in VET in Schools programs

## Research

The Institute continues to invest in research activity, staff capacity building and higher degree by research training. In each of these areas the Institute is developing its reputation and, over this next Compact phase, will be implementing a number of inter-related strategies articulated in our three-year Research Plan 2012-2015. With reference this Research Plan, and the recommendations of the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People: Final Report, the Institute will continue to:-

1. Focus research activity and build profile - by focusing on, and increasing research activity and impact in, the identified Field of Research (FoR) Codes of: Division 19 Creative Arts; Division 13 Education; and Division 20 Language and Linguistics. In addition to these key areas, the Institute will be supporting the research of career researchers who work in select areas of significance for Indigenous Australian Communities and Livelihoods and those that will benefit the ACIKE relationship.
2. Build research capacity, expertise and resources - by facilitating research career development and building research capacity among Indigenous staff which, in turn, will increase the pool of new researchers and HDR supervisors available within the Institute.
3. Strengthen 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 be implementing strategies that enrich the research culture.
4. Build research networks and partnerships nationally and internationally - by setting in place stronger and more beneficial principles for collaborating with other research institutions. The strategies under this objective will enable the Institute to continue to build on existing research networks and relationships and further develop respectful, long term and mutually beneficial research collaborations
5. Improve quality and performance in HDR outcomes - by responding to the under-representation of Indigenous Australians in research training degrees and research employment throughout the nation.
6. Increase research income and output - through achieving a sustained increase in research income and a sustainable growth in research output, particularly as 'researchers in training' near completion of their candidature, build their publication portfolio and then target research funding.

Further detail on each of these objectives is provided in section 5.

## PART TWO: ABORIGINAL AND TORRES STRAIT ISLANDER ACCESS AND OUTCOMES

### 2 ABORIGINAL AND TORRES STRAIT ISLANDER ACCESS AND OUTCOMES

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

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

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

#### 2.1 Commonwealth Objectives

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

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

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

#### 2.2 University Strategies

##### Students

Batchelor Institute's mission and strategic plan is entirely focused on providing education and training access and outcomes for Aboriginal and Torres Strait Islander students and we deliver Higher Education and VET programs aligned to the needs and aspirations of Australia's Indigenous people. For over 40 years, the Institute's primary constituency is Aboriginal and Torres Strait Islander peoples from remote areas. As a specialist Indigenous tertiary education institution, the Institute serves the education and training interests of Indigenous peoples throughout the Northern Territory and across Australia. Improving access, educational experiences and outcomes for Indigenous Australians is central to the mission and business operations of the Institute. The Institute's equity plans are fully incorporated into our institutional strategic and operational planning cycles.

Data from the Institute's 2012 Institutional Performance Portfolio (IPP) (2011 data) position the Institute as having a 77.95% Low SES student profile compared with a national sector average of 14.61%. This data is based on postcode indicators and in the case of Batchelor Institute is comprised exclusively of Indigenous Australian Higher Education students. The remaining 22.05%

of the Institute HE enrolment for 2011 would also be made up almost exclusively of Aboriginal and Torres Strait Island students.

Using the same Low SES descriptors for the 2011 year, the Institute 'Access Rate' for all commencing students at Batchelor Institute was 53.57% (compared to a sector average of 16.72%) and our 'Participation Rate' was recorded at 52.53% (compared to a sector rate of 15.72%). The Institute 'Attainment Rate' was approximately 58% (compared to a national sector average of approx 14%) however the overall Institute 'Success Rate' (57%) and 'Retention Rate' (57%) were both below sector averages of 84% and 80% respectively.

In 2012 Batchelor Institute moved into an arrangement with Charles Darwin University (CDU) to deliver undergraduate and coursework postgraduate courses and units through the Australian Centre for Indigenous Knowledges and Education (ACIKE). The impetus for the ACIKE partnership was on improving the participation and completion rates of Indigenous students in higher education for both organisations. Enhanced programs, a wider range of delivery options and improved students support services has been central to the partnership. Under the ACIKE arrangement, students who commence their studies through the mixed mode delivery model have access to complementary on-line materials to support their learning journey when they return to their communities between delivery blocks and workshops. All ACIKE students enrol in CDU-owned courses with Batchelor Institute academic staff contract teaching into the CDU programs. Some Batchelor Institute Higher Education academics are co-located with CDU staff at the ACIKE precinct on CDU Casuarina Campus while other Batchelor Institute Higher Education academics teach from the Institute's Batchelor Campus and Desert Peoples Centre in Central Australia. An Establishment and Governance Agreement for the Australian Centre for Indigenous Knowledges and Education outline the business focus and governing framework for the ACIKE.

IPP data for Batchelor Institute for the enrolment year of 2012 onward therefore will not include undergraduate and postgraduate coursework measures as this information will be drawn into the IPP reporting for CDU.

Batchelor Institute, nevertheless, will be working alongside CDU across this Compact period to examine and implement measures to improve Aboriginal and Torres Strait Islander students' access, retention and completion. Together we will grow the Preparation for Tertiary Success (PTS) enabling course enrolments from 68 in 2012 to 150 in 2016. We will also increase the overall headcount of undergraduate and postgraduate coursework students enrolled in Batchelor-taught programs of ACIKE, from 360 in 2012 to 480 in 2016. Associated with this increase in total headcount will be an increase in undergraduate and postgraduate coursework completions.

Some of the measures Batchelor Institute and CDU are working on to achieve this growth and improve outcomes include:-

- routinely monitoring and reviewing student experience and results data and implementing appropriate interventions as soon as practicable
- reviewing and adjusting student support arrangements at each institution to ensure efficient, accurate and relevant advisory and support processes are in place from the first pre-enrolment interaction through to graduation.
- responding to commissioned market research to identify market and brand positioning for ACIKE and its courses into the future
- investing in a range of business development and partnership activities and personnel for the next two years to increase awareness of programs and support arrangements for students, and to grow student enrolments
- establishing a suite of joint working parties to allow curriculum, student support and on-line delivery initiatives to be explored and advanced among Batchelor and CDU staff.
- orienting Batchelor Institute personnel to CDU's risk management and quality assurance framework and implementing a professional development program on policies and procedures relevant to the framework.

Furthermore, with the Batchelor Institute library using its deep knowledge and understanding of supporting the learning and information needs of Aboriginal and Torres Strait Islander students, it will develop and continue to refine specific programs and resources in partnership with the CDU Library. The programs will develop content that is able to be used as part of on-site Batchelor Institute, CDU and ACIKE Information Skills courses (by Library staff and lecturers) and targeted to enable students to confidently find, use and evaluate what they want, when they want it, and where they want it – onsite or offsite and especially in remote communities. A research component of the project will be to review and utilise existing research into the innovative use of digital technologies for low literacy students and to adapt this to the specific needs of both Higher Education and VET students. Flexibility of the program coupled with the use of mobile technologies will enable a more personalised approach to access and delivery of services. Student participation will be fundamental to the initial and ongoing success of the project.

### **Staff**

In terms of the Institute's commitment to increasing the number/percentage and capacity of Aboriginal and Torres Strait Islander staff, employment of Indigenous academic and administrative staff is considered important for incorporating Indigenous perspectives into academic programs, policies, management, governance and institutional strategic directions for providing culturally appropriate service delivery and achieving equitable outcomes for Indigenous students.

Institutional Performance Portfolio (IPP) data over 4-5 years has shown a steady figure of approx 31% of all staff identifying as Indigenous staff, compared to a national sector average in recent years of 0.97%. Nevertheless, a key challenge for the Institute remains to increase this number and percentage particularly in higher level academic and Institutional leadership roles. To this end, over the life of this compact, the Institute will:

- finalise a review of the Aboriginal and Torres Strait Islander Career Pathway Policy and implement its findings through appropriate responses.
- embed Aboriginal and Torres Strait Islander Career Pathway outcomes into other revised Institute Policies such as Staff Professional Development Policy that applies to all permanent staff members and those employed on fixed term contracts of greater than six months.
- revitalise the Institute's Indigenous Employment Strategy with a key focus on 'innovative' recruitment methods as we seek to increase the number and expand the position profiles of our Indigenous workforce.
- monitor and review the Institute's Recruitment and Selection Policy to ensure that all recruitment panels have Indigenous representation and selection criteria include the need to demonstrate appropriate social and cultural understandings relevant to the Indigenous context of the Institute.
- provide on-going support to a range of targeted strategies for building Indigenous staff research capacity, including strategies supported through the DIISRTE-funded Collaborative Research Network program.
- increase attention and support to the work of a new Indigenous Cultural Advisor position at the Institute, which has been established to, amongst other things, ensure the working environment and policies and procedures are attractive to potential Indigenous employees.
- re-invigorate the Institute's Aboriginal and Torres Strait Islander Staff Committee which provides feedback and comment on all educational decision making, cultural issues, makes recommendations on the make-up of selection panels and which reports directly to the Institute Council.

## 2.3 Performance Indicators and Targets

The purpose of the Aboriginal and Torres Strait Islander performance indicators and targets is to assist the University and the Commonwealth in monitoring the University's progress against the Commonwealth's objectives particularly its contribution to reaching national parity.

The University will aim to meet the Aboriginal and Torres Strait Islander targets set out in the following tables.

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of all Aboriginal and Torres Strait Islander student enrolments <sup>1</sup>	14	23	18	20	22
Number of all Aboriginal and Torres Strait Islander student completions <sup>2</sup>	0 <sup>^</sup>	0 <sup>#</sup>	2	2	6
Number of all Aboriginal and Torres Strait Islander professional/general staff <sup>3</sup>	49 (37%)	68 (43%)	70	72	75
Number of all Aboriginal and Torres Strait Islander academic staff <sup>4</sup>	23 (17.8%)	49 (23.5%)	50	52	55

<sup>^</sup> one student was awarded an alternative exit from the Master of Indigenous Knowledges and was conferred with the award of Graduate Certificate of Indigenous Knowledges

<sup>#</sup> one student was awarded an alternative exit from the Master of Indigenous Knowledges and will have the award of Graduate Diploma of Indigenous Knowledges conferred in June 2013

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
% of Indigenous staff overall	26.5%	31%	33%	35%	37%
% of Indigenous academic staff	17.8%	23.5%	25%	28%	30%
Number of staff employed at senior staffing levels (Snr Lect/A08 and above)	2	7	8	10	12

<sup>1</sup> Refers to total undergraduate, postgraduate and HDR students by headcount

<sup>2</sup> See footnote 1 for definition

<sup>3</sup> Refers to number by headcount

<sup>4</sup> See footnote 3 for definition

### 3 INNOVATION AND ENGAGEMENT

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

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

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

#### 3.1 Innovation

##### 3.1.1 Commonwealth objectives

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

##### 3.1.2 University strategies

Batchelor Institute's innovation and engagement efforts will, in line with our core training, education and research business, be based on grounded activities, programs and partnerships that support Aboriginal and Torres Strait Islander empowerment and socio-cultural and economic development. Our priority is the Australian Indigenous context and our geographical footprint will continue to be national. Our engagement and innovation strategies will draw upon, where relevant, experiences from other First Nations Peoples worldwide, and help to position the Institute as a significant national contributor to Australian and international policy setting and innovations in Indigenous education, research, training and employment. Asian-centric partnerships are not within the scope of the Institute's core business and directions.

The Institute will continue to build on our unique positioning and relationships with government, industry and community stakeholders to create engaging and well-supported learning opportunities, meaningful employment pathways and career development programs and quality scholarship and research networking opportunities for Indigenous Australians. In this respect we will continue to support Institute research and innovation within our partner relationship in the Ninti One CRC for Remote Economic Participation (REP) and we will remain active in the planning for the future work of Ninti One, post-CRC REP. Furthermore we will continue to build on our reputation and extensive experience working with Aboriginal communities and Indigenous Language Centres to support language maintenance and language revival projects. Our language project activity, whilst largely not research-based and therefore non-HERDC claimable, complements our research and teaching expertise and capacity and has for many years been core to the Institute's community engagement and cultural maintenance mission. This work has consistently delivered impact and meaningful outcomes for local language speakers in terms of its support of language revival and cultural security on a local and regional scale. Over the period of this Compact we expect to scale up our language project activity through the establishment at Batchelor of a language centre and through the doubling of language project income from just over \$945,000 in 2013 to approximately \$2M in 2016. In parallel to this development the Institute will also strengthen its internal processes and policy settings for the management of intellectual property.

Specific innovation and engagement strategies for the Institute across this Compact period include:-

- engaging government agencies (and other large employer groups of Indigenous Australians) in programs that target and support their junior and mid-level Aboriginal and Torres Strait Islander employees to prepare for, and commence, professional qualifications as a step toward professional roles and career development.
- partnering with collaborating organisations in geographically situated community outreach programs such as partnering through the Desert Peoples Centre with the Commonwealth Bank of Australia to establish a social enterprise hub in the Alice Springs and Central Australian region.
- engaging and consulting with community on behalf of industry such as undertaking contracted research on community needs and aspirations in readiness for BHP Billiton to establish meaningful and long-lasting community development royalty agreements with local language groups.
- partnering with collaborating research organisations (AIATSIS, ANU, CDU, Monash University) to implement a range of Institute-wide research capacity building initiatives through the Collaborative Research Network program.
- creating vocational education and training pathways into higher education programs at ACIKE such as partnering with the NT Department of Health to establish a supported pathway for Aboriginal Health Workers into nursing and allied health undergraduate awards.
- placing 'Learning Coordinators' in select remote Aboriginal communities (in 2012/13 Arlpara, Lajamanu, Nyirrpi, , Tiwi Islands, Wadeye and Willowra) to improve pathways from VET to Higher Education.
- supporting a series of community driven projects in key research areas such as participatory language documentation and the establishment of two new nationally significant Indigenous Language Centres under the Indigenous Language Support program funding (Office for the Arts).
- scaffolding unaccredited professional development activities through IPSP grants with VET qualifications and higher education courses to provide community-based childcare practitioners with training and development pathways to vocational courses and professional education programs.
- reviewing the Institute's knowledge management policies, principles and procedures and implementing improved systems for knowledge management and the Institute's intellectual property.
- contracting and collaborating with local language speakers to develop undergraduate Arrente language units for language degrees and for promoting to wider audiences requiring Aboriginal language training.
- establishing a specialist Institute Council and an Indigenous Advisory Board specifically charged with community and industry consultation and cultural feedback will contribute to appropriate innovation and the identification of commercial opportunities.

### 3.1.3 Performance indicators and targets

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

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

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

Principal Performance Information <sup>5</sup>	2012		
Number of patent and plant breeder's rights families filed, issued and held	Filed: Nil	Issued: Nil	Held: Nil
Number of all active licences, options or assignments (LOAs) <sup>6</sup> executed and income derived	No. Nil		Value(\$) N/A
Number and value of research contracts and consultancies executed <sup>7</sup>	No. 10		Value(\$) 704,759.00
Investment in spin-out companies during the reporting year and nominal value of equity in spin-outs based on last external funding/liquidity event or entry cost	Investment (\$): Nil		Value(\$) N/A

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

Principal Performance Indicator	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Category 4 Income	\$17,240	\$75,000	\$80,000	\$80,000	\$80,000

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
The number and value of community language projects including language maintenance and revival projects	6 @ \$945,081	10 @ \$1.56M	\$1.6M	\$1.8M	\$2M
The number of Community Learning Coordinators in residence	0	3	4	4	6

<sup>5</sup> This set of performance information does not require targets. Universities will be asked to advise their baseline performance and will report on their future performance in the context of the Institutional Performance Portfolio Information Collection commencing in 2013. Patent and plant breeder right family refers to a group of patent or plant breeder rights applications or grants emanating from a single filing. Note: this question only concerns patent and plant breeder rights families, and is not in reference to families of other forms of registered IP (i.e. trade marks).

<sup>6</sup> A LICENCE agreement formalises the transfer of technology between two parties, where the owner of the technology (licensor) grants rights to the other parties (licensee). An OPTION agreement grants the potential licensee a time period during which it may evaluate the technology and negotiate the terms of a licence agreement. An option agreement is not constituted by an Option clause in a research agreement that grants rights to future inventions, until an actual invention has occurred that is subject to that Option. An ASSIGNMENT agreement conveys all right, title and interest in and to the licensed subject matter to the named assignee.

<sup>7</sup> Please use the definition of contracts and consultancies utilised in the National Survey of Research Commercialisation (NSRC). A copy of the survey is available at this URL: <http://www.innovation.gov.au/Section/Innovation/Pages/TheNationalSurveyofResearchCommercialisation.aspx>

## 3.2 Industry and Skills

### 3.2.1 Commonwealth objectives

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

### 3.2.2 University strategies

Batchelor Institute's higher education teaching activity involves delivering an enabling program for Indigenous adult learners and teaching into a select number of professionally accredited undergraduate awards (Nursing and Teaching degrees) as well as other professionally and culturally relevant undergraduate degrees and postgraduate coursework programs hosted by Charles Darwin University. CDU takes over-arching responsibility for policies and procedures for course review, industry engagement and quality management and Batchelor Institute has agreed to work in collaboration with CDU to ensure appropriate levels of industry and community engagement are sought and responded to within the curriculum. In parallel, the Institute will continue to maintain independent dialogue and relationships with employer groups, community representatives and other key stakeholders invested in the graduate attributes of ACIKE students and will bring this input into interim and major course reviews at CDU.

The 'Preparation for Tertiary Success' program remains a centre-piece of the Institute's teaching programs and provides employer groups with an attainable enabling program designed specifically for Indigenous employees within their organisations and acts as an educational stepping stone toward professional qualifications at the undergraduate level. Over the life of this Compact, the Institute will work with government agencies, industry groups and large Indigenous organisations to adopt this program as an essential element of their Indigenous staff career development strategy. This will include developing innovative and responsive course delivery models that enable cohort engagement at an organisational level.

The Institute's teaching effort in ACIKE brings into the partnership the Institute's proud and valued history and expertise in delivering nationally recognised undergraduate qualifications especially designed and delivered to strengthen Indigenous identity, achieve learner success and transform lives of Aboriginal and Torres Strait Islander people and communities. As Batchelor and CDU work to establish market acceptance for the ACIKE programs on offer and build student cohorts across all courses, the partnership will seek to develop new programs of relevance to Indigenous learners in consultation with community, government and industry stakeholders.

In terms of research training awards, the Institute accredits and manages its higher degree by research programs - a Masters of Indigenous Knowledges (MIK) and a PhD program - independently of the CDU ACIKE arrangement. Over the past 18 months the Institute has focused its research activity to concentrate on three key areas of research strength, namely; Indigenous education, Indigenous creative arts and Indigenous language revival and linguistics. Most recently this has included narrowing HDR student intake and supervision to a matching set of Fields of Research thereby creating conditions for a supportable and directed set of areas that contribute directly to tackling a national need for Indigenous research and researcher capacity building, researcher critical mass and effective nodes and networks of collaboration. The Institute's collaborations with leading research institutions (via CRN funding) combined with the focusing of our research effort, will contribute directly to the Behrendt Review objective of achieving 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.

The Institute will continue to monitor and review its research training programs with input from external academics and leading Indigenous researchers and advisors. Both the MIK and the PhD will undergo major review over the period of this Compact agreement.

### 3.3 Engagement

#### 3.3.1 Commonwealth objectives

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

#### 3.3.2 University strategies

Batchelor Institute has a unique place in education in Australia. The Institute has well-established local and regional relationships and communication networks across NT communities, government departments, the social and community service sector and particular industry groups. This has stemmed from our historical role as a remote community trainer for Indigenous Territorians and our geographical footprint across northern and central Australia. In recent years, the significance of Batchelor Institute as a specialist VET provider for remote Aboriginal communities has been reinforced through a range of community and local/regional partner level projects including, to name a few:-

- implementing a range of foundation, literacy and numeracy and employability skills projects with a number of remote communities in the Northern Territory with TAFE South Australia
- establishing a prisoner 'action learning' construction program in partnership with the Northern Territory Correctional Services, where prisoners work on live construction projects as they undertake accredited training
- creating and implementing an Indigenous mining pre-employment program (which won the 2012 Australian Industry Collaboration Award) with the Minerals Council of Australia NT
- providing 'wrap around services' to support 8,000 Northern Territorian Job Services Australia participants improve their training and employment outcomes
- establishing a CDEP Resource Unit to improve CDEP community and employment outcomes
- collaborating on various projects and tenders submissions with the Centre for Appropriate Technology through the Desert Peoples Centre
- establishing MOUs for the delivery of VET courses and the sharing of resources, including with Tiwi Islands Training and Employment Board, Thamarrurr Development Corporation (Wadeye) and various NT Schools (for VET in Schools training)
- delivering contracted childcare professional development (DEEWR IPSP funding) alongside Children's Services training and pathways to Early Childhood professional qualifications to remote communities.

At the national scale, the Institute has for approximately 15 years delivered undergraduate and postgraduate programs and outcomes as a self-accrediting higher education provider. Across this period, the Institute has built a reputation among Aboriginal and Torres Strait Islander peoples nationally as an accessible tertiary education provider and this has enabled many mature age Indigenous Australians who otherwise would not consider university education to enter tertiary courses and pursue professional qualifications and career advancement in a culturally safe environment.

Over the last decade, the Institute has continued to develop research networks and project collaborations with a range of partners and introduced a targeted research training program to HDR candidates from around the country. Batchelor staff and HDR candidates lead or participate in research and consultancies throughout Australia and sit on various academic and professional committees and boards of national and international significance. Batchelor Institute staff members are active in scholarship and the Institute has an established tradition of supporting academic participation at national and international academic and professional forums and in presenting at key conferences.

Over the life of this Compact, the Institute will further strengthen its academic, research and scholarship reach and its professional and community networks at the national scale. It will also target the establishment of up to two international research collaborations in line with the objectives of the CRN project in any of the fields of Indigenous education, creative arts or language and linguistics. At the international level the Institute will also bring its research and teaching strengths to discussions with CDU on the establishment of new on-line postgraduate coursework offerings of international appeal, such as a Masters in International Indigenous Perspectives in Art and Performance.

In the main however the focus for the coming years will be at the national level and will revolve around:-

- engaging with schools, career advisors, employment and training agencies, government departments, major community service employers and key industry groups to promote Batchelor and ACIKE as provider of quality, accessible and relevant higher education pathways and courses
- advancing the objectives and activities within the CRN Indigenous Research Collaborations project hosted by Batchelor Institute
- formalising nodal research collaborations and other project partnerships with Australian and overseas research institutions that are not formally partnered with the Institute through the CRN program
- coordinating our Indigenous language research and community support programs and resources through the re-establishment of a nationally engaged Centre for Australian Languages and Linguistics (CALL)
- creating a research impact register and profiling the outcomes of research activity in order to increase external recognition of the Institute's research focus and activity
- holding joint institutional researcher forums/conferences with CRN and other nodal partners
- increasing joint publications and joint grant applications with academics from CRN and other nodal partnering institutions
- multiplying the number of adjunct researcher appointments at the Institute and establishing reciprocal research affiliations for Batchelor Institute researchers with other partner organisations
- leveraging off the CRC for Remote Economic Participation relationship to increase active researcher engagement with other CRC partners and networks.
- participating in Territory, national and international research, and research administration, development and partnership initiatives
- establishing a strategy for industry investment and philanthropy within the Institute
- partnering with the Coomalie Council, Batchelor Area School and government departments to develop imbedded literacy and numeracy resources and programs for young children at the Batchelor library and also online.
- developing a Digital Learning Centre for young people with the Coomalie Council, Batchelor Area School, Batchelor Institute Media and Broadcasting Unit, and government departments.
- partnering with precinct-based and other stakeholders to develop a centre for learning, information and knowledge transfer on the Desert Knowledge Precinct, incorporating spaces for exhibitions and events that bring together the collective knowledge and expertise of Batchelor Institute, the Centre for Appropriate Technology, Desert Knowledges Australia, NintiOne and the CSIRO.

### 3.3.3 Performance indicators and targets

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

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

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

<b>Principal Performance Indicators</b>	<b>Baseline 2012</b>	<b>Progressive Target 2013</b>	<b>Progressive Target 2014</b>	<b>Progressive Target 2015</b>	<b>Target 2016</b>
Number of active collaborations <sup>8</sup> with industry and other partners in Australia	4	4	6	7	9
Number of active collaborations <sup>9</sup> with industry and other partners overseas	Nil	Nil	Nil	1	2
Category 3 Income	\$0.00	\$240,000	\$100,000	\$150,000	\$150,000

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

<b>Optional Performance Indicators</b>	<b>Baseline 2012</b>	<b>Progressive Target 2013</b>	<b>Progressive Target 2014</b>	<b>Progressive Target 2015</b>	<b>Target 2016</b>
Number of adjunct appointments	5	8	13	15	18
Consultancy, commissions and grants from industry, government or community organisations	19 @ \$1.9M	23 @ \$2.53M	\$2.8M	\$3.0M	\$3.5M
Number of nodal research collaborations* in CRN research focus.	0	2	3	5	6

\* nodal relationships are research and project relationships with Australian and overseas research institutions other than the formal partner institutions of the CRN program.

<sup>8</sup> Collaboration involves active joint participation with other organisations, by contributing resources such as intellectual property, knowledge, money, personnel or equipment, with the aim of obtaining a shared goal or objective. Straight fee-for-service arrangements, such as contracts and consultancies, are deemed not to be collaborative and are therefore excluded. Collaboration with Cooperative Research Centres (CRCs) is also to be excluded. This definition is in line with the ABS and OECD definitions of collaboration.

<sup>9</sup> See footnote 8 for a definition of collaboration.

### 4 TEACHING AND LEARNING

#### 4.1 Student enrolments

##### 4.1.1 Commonwealth objectives

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

The main objectives of the Commonwealth are to ensure that:

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

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

##### 4.1.2 University strategies

###### Sub bachelor planning

All of Batchelor Institute's sub bachelor, bachelor and postgraduate coursework planning are conducted in consultation with CDU as the host institution for courses and units sub-contracted to the Institute and as the institution responsible for establishing and reporting on its Commonwealth Grant Scheme funding agreement with the Commonwealth.

Nevertheless, the Institute is invested in the achievement of enrolment targets and growth for the Preparation for Tertiary Success (PTS) enabling course, the Diploma of Creative and Indigenous Writing and the Diploma of Aboriginal and Torres Strait Islander Knowledges. The Institute will continue to work with CDU to better understand market appeal for these courses and develop appropriate and innovative marketing and promotion responses as well as a comprehensive employer and other stakeholder engagement strategy designed to achieve business growth, nationally. The Institute will also continue to work with CDU to achieve clarity in product differentiation at the enabling course level, with the PTS being clearly positioned as a specialist enabling course for Aboriginal and Torres Strait Islander learner entry and the existing CDU Tertiary Entry Program (TEP) being oriented towards the general populous.

###### Bachelor degree planning

Again, the Institute sees market acceptance and business growth in the undergraduate courses it teaches into as crucial for Batchelor's contribution and impact in the ACIKE relationship. Examining and responding to recent market research and developing targeted professional/employer networks nationally and workforce development agreements are important projects ahead for Batchelor and CDU to ensure business growth and sustainability of the following undergraduate courses:-

- Bachelor of Nursing Pre-registration
- Bachelor of Health Science
- Bachelor of Education (Primary Teaching)
- Bachelor of Teaching and Learning Early Childhood
- Bachelor of Indigenous Languages and Linguistics
- - Bachelor of Aboriginal and Torres Strait Islander Advocacy

### **Postgraduate planning**

Batchelor is committed to growing enrolments in the Graduate Certificate of Indigenous Education (GCIE), an on-line course targeting both Indigenous and non-Indigenous students. This course is designed for a broad spectrum of government and non-government professionals who work in, are about to work in, or have service delivery oversight of community education and/or engagement programs including educators, trainers, health professionals, policy makers, community care and development professionals, and other community service providers. The course also has appeal and growing enrolments amongst the general public with an interest in gaining a greater appreciation of Indigenous history and issues. This course was transferred across from Batchelor Institute into the ACIKE collaboration in 2012, is taught by an expert team from the Institute and has strong growth prospectives.

The Institute is also interested in co-developing with CDU and international partner organisations a new suite of postgraduate on-line coursework programs. As a leader in exploring Indigenous Knowledges and extending ways in which these perspectives are understood and contextualised into contemporary work practice, ACIKE is well-placed to lead the creation of a coursework Masters that combines this brief with the focus of the Institute's key research areas. One example would be a Masters in International Indigenous Perspectives with multiple streams that begins with an Art and Performance stream and leads to Language and/or Education streams.

## **4.2 Quality**

### **4.2.1 Commonwealth objectives**

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

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

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

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

### **4.2.2 University strategies**

In 2012 the Institute developed and released its latest Training, Teaching and Learning Plan 2012-2015. This strategic document is aligned with the Batchelor Institute Strategic Plan 2012-2014 and draws on relevant academic and administrative policies and procedural guidelines and other internal and external documents relating to Teaching and Learning.

The Training, Teaching and Learning Plan provides a framework for promoting Batchelor Institute's excellence in all matters pertaining to teaching and learning. In particular it guides teaching and training staff in effective, student-centred and culturally respectful teaching, helps them deliver relevant curriculum and promotes approaches for inspiring students to discover and apply their creative and intellectual potential.

Batchelor Institute has a proud history of providing training and education to Aboriginal and Torres Strait Islanders and prides itself with its work in strengthening identity, achieving success and transforming the lives of our students. Through implementation of the Training, Teaching and Learning Plan across the life of this compact, the Institute aims to build on its existing strengths

and set the platform for the continuous provision of leadership and quality in Indigenous education and training. Those five key objectives are to:

1. Create a culturally safe learning environment - strategies under this objective strive to provide education and training for Aboriginal and Torres Strait Islander peoples that allow them to achieve education aspirations and community development in a culturally safe and sensitive environment. Apart from being safe, the learning environment for the students will be motivating, relevant, academically engaging and challenging. Specific strategies include:-
  - continuing to refine, implement and promote a practice framework for the Both-ways philosophy.
  - incorporating an Indigenous dimension in all Batchelor programs by consulting and engaging with Aboriginal and Torres Strait Islander peoples at pertinent program development and delivery stages.
  - providing a four stage training program in cross-cultural awareness, sensitivity, competence and proficiency for all staff.
  - providing Aboriginal and Torres Strait Islander staff with a range of professional activities and training that will enable academic and administrative career development pathways.
  - setting appropriate training and teaching performance targets in performance planning, monitoring and review.
2. Offer relevant VET training and HE qualifications that lead to employment - strategies under this objective aims to ensure that graduates are work ready through work integrated learning and are equipped with necessary employability skills. This objective incorporates strategies to see students acquire the necessary skills, attitudes and confidence to self-manage their lives and careers and continue to be successful life-long learners. Specific strategies include:
  - engaging with remote communities to foster mutual understanding and reciprocal agreements that will lead to increased community and student well-being.
  - establishing new strategic alliances with industry.
  - supporting staff in negotiation and project management skills.
  - offering a wide range of contemporary and relevant teaching and training courses that will prepare graduates to be work-ready or participate in further study.
  - contributing to national Indigenous education and training forums and policy discussions.
3. Promote a flexible teaching approach to training and learning - Given the previous educational and employment backgrounds of the majority of its students, the Institute will be adopting (and evaluating) across the life of the compact a very broad interpretation of flexible learning in order to provide a positive learning experience for a diverse student population. The Institute will create a learning environment that allows student choice in their preferred learning method, such as: online supported blended learning, online study, face-to-face delivery, on-campus intensive workshops, delivery in remote areas and communities, field study. Specific strategies include:
  - delivering VET and Higher Education programs through a variety of delivery modes and in a variety of locations.
  - supporting and encouraging teaching and training staff to use new technologies and develop innovative ways to teach.
  - widening access, increasing choice, building up collaboration, providing more flexibility and encouraging innovation in order to enhance the quality of the student learning experience.
4. Increase literacy and numeracy skills of students - strategies for supporting teaching and learning practices that facilitate access to, and successful participation in Higher Education are core to the Institute's mission. Over the life of this Compact, the Institute will be addressing issues related to a growing number of underprepared students entering tertiary education and training. The Institute will be identifying features of successful foundation/bridging programs for Indigenous learners, and develop a suite of programs for students at various educational levels.

Specific strategies include:

- providing a suite of literacy and numeracy training products or courses for students in need of assistance.
- supporting the provision of tuition as necessary and appropriate including incorporating Both-ways strategies when practicable
- improving student preparation for tertiary training and education
- providing academic, language and numeracy support to students on and off campus.
- providing numeracy and literacy professional development for teaching and training staff.
- developing a literacy and numeracy policy and teaching and learning models and practices across both VET and Higher Education to improve literacy and numeracy outcomes for students.

5. Improve expertise in Aboriginal and Torres Strait Islanders research and scholarship to support continuous improvement in Teaching and Learning - this objective, and the strategies that sit under it, stem from recognition of the unique role the Institute plays in the Australian Indigenous education and training sector and the importance of staff undertaking research and scholarship as a means of documenting practice and sharing learning across the sector. This is particularly relevant today, and across the life of this Compact, as the sector tackles challenges in improving Indigenous student access and outcomes outlined most recently in the Behrendt Report. Specific strategies include:

- promoting and encouraging the relationship between excellence in teaching and learning and research and practice.
- strengthening research capacity in general and in teaching and learning specifically through a range of new research partnerships
- providing institutional guidance and support to the continuous improvement of Teaching and Learning practices.
- setting up institutional incentives and supporting OLT bids to improve the quality of Teaching and Learning across the Institute
- reviewing the academic promotions process to create a stronger link between teaching excellence and performance and the academic promotion criteria.

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

<b>Principal Performance Indicators</b>	<b>Baseline 2012</b>	<b>Progressive Target 2013</b>	<b>Progressive Target 2014</b>	<b>Progressive Target 2015</b>	<b>Target 2016</b>
Number of active learning and teaching projects supported by the PELTHE10 program where the University is the lead institution	1	Nil	Nil	1	1
Number of active learning and teaching projects supported by the PELTHE11 where the University is a partner institution	2	5	5	6	6
Number of citations for outstanding contributions to student learning	Nil	Nil	Nil	1	2
Number of awards for teaching excellence	Nil	Nil	Nil	1	1
Number of awards for programs that enhance excellence	Nil	Nil	Nil	Nil	1

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

<b>Optional Performance Indicators</b>	<b>Baseline 2012</b>	<b>Progressive Target 2013</b>	<b>Progressive Target 2014</b>	<b>Progressive Target 2015</b>	<b>Target 2016</b>
Number of OLT Fellowships	1	1	1	1	2
Number of academic staff participating in OLT assessment process	3	4	5	5	6

## **4.3 Equity**

### **4.3.1 Commonwealth objectives**

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

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

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

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

<sup>10</sup> Promotion of Learning and Teaching in Higher Education - the program provides learning and teaching grants, awards and fellowships and is administered by the Office for Learning and Teaching.

<sup>11</sup> See footnote 10 for definition.

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

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

#### 4.3.2 University strategies

As outlined in earlier sections, Batchelor Institute's mission and programs centre entirely around the provision of education, training and research development for its core constituency of Aboriginal and Torres Strait Islander peoples. The Institute is a specialist Indigenous tertiary education institution and the Institute's equity plans are oriented entirely toward this target group. The Institute does not plan to pursue other under-represented groups into its higher education programs.

#### 4.3.3 Participation and Social Inclusion Targets

##### Proportion of domestic undergraduates who are from a low SES background

Baseline for improvement target: To be determined

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

##### Proportion of domestic undergraduates who are from another underrepresented group

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

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

## 4.4 Teaching and Learning Infrastructure

### 4.4.1 Commonwealth objectives

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

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

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

#### 4.4.2 University strategies

The 'mixed mode' delivery option has been the platform for Batchelor Institute's delivery of Higher Education and the focus over the last few years has been to enhance this delivery model by supporting it with high-quality on-line learning resources and the use of social media to improve the student engagement and learning experience when they are not physically attending block delivery sessions with their peers. It is also hoped that by moving to a vastly improved 'blended delivery' model that a wider cohort of Aboriginal and Torres Strait Islander students will be engaged including an increased number of students in employment and greater youth participation. The availability of on-line learning resources will also provide the opportunity to engage non-indigenous students seeking to: be more effective when undertaking professional employment in remote communities, improve their interaction, engagement and service delivery with Indigenous clients or interested in gaining a better understanding of Indigenous cultures and history so that they are better positioned to contribute to social justice.

A review of Batchelor Institute's facilities in the main would indicate that its recent investment and maintenance programs have adequately positioned it to pursue its higher education and research aspirations, however some significant infrastructure challenges lie ahead for the Institute.

To support delivery Batchelor Institute has two main campuses located in the Batchelor township and Alice Springs at the Desert Peoples Centre. Both campuses are designed to support the block delivery model with accommodation (230 and 80 beds respectively), kitchen and residential support facilities.

Batchelor Institute also delivers vocational education and training at these campuses but, with an increasing amount of VET delivery now being undertaken in remote communities and in the workplace, VET utilisation rates for the Batchelor campus facilities in particular has decreased in the last two years. The Institute is actively exploring alternative uses for this campus including increased access by the Batchelor Area School, initiatives such as the Mineral Council NT's mining pre-employment program, successfully securing the Defence Indigenous Development Program, allocating office space to RJCP providers and the possible establishment of a facility from which the local Traditional Owners can pursue their economic aspirations and promote their history and culture.

The Batchelor Campus has had a number of improvements over the last three years. This includes a significant upgrade to student residential facilities, catching up on the back log in upgrading its computing hardware and platform and in 2012 two classrooms were converted to a lecturer theatre that provides the very latest in ICT teaching support. In addition a modern facility to base its research activity from was completed in 2008. The recent completion of a Horticulture facility will assist with the management of the expansive and culturally appropriate grounds.

In Alice Springs the construction of the first stage of the Desert Peoples Centre was only recently completed in 2009. However, with the second stage of the Desert Peoples Centre Capital Works Program not proceeding, the Institute is faced with a range of operational and financial pressures in managing and coordinating its business across two facilities in Alice Springs. In addition to being a financial impost on the organisation undertaking delivery at the Desert Peoples Centre and having student accommodation and the learning resource centre located at Bloomfield Street in the middle of town is not an ideal for our students. The student accommodation at Bloomfield Street is also very old, will soon not be of a standard that is appealing to attract new students and although investments are continuing to be made, in reality it is no longer economically viable to repair and maintain. The proposed second stage of the Desert Peoples Centre also provided for additional teaching space, a lecturer theatre and a library and knowledge sharing centre that would enhance not only higher education but the whole Desert Knowledge Precinct in its engagement with the wider community to promote improved outcomes for Aboriginal people from service delivery.

While the Institute continues to invest its annual VET capital funds and own resources in the Desert Peoples Centre (Art Facility in 2012 and Conservation and Land Management building in 2013) a major focus will be to secure funds to complete the site to a contemporary standard for our Higher Education delivery.

The Institute has an Infrastructure Management Plan and both facilities have ongoing annual maintenance programs in place to ensure that the learning environment remains relevant and contemporary

Batchelor Institute also has access to delivery facilities at the Australian Centre for Indigenous Knowledges and Education located on Charles Darwin University's Casuarina Campus in Darwin. These facilities were completed late 2012 and a significant investment has been made in providing a contemporary learning environment with access to the latest ICT.

### 5 RESEARCH AND RESEARCH TRAINING

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

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

#### 5.1 Research performance and research capability

##### 5.1.1 Commonwealth objectives

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

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

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

##### 5.1.2 University strategies

In 2012 the Institute produced a three-year Research Plan ([http://www.batchelor.edu.au/biite/wp-content/uploads/2012/09/Research-Plan-v1-7\\_web.pdf](http://www.batchelor.edu.au/biite/wp-content/uploads/2012/09/Research-Plan-v1-7_web.pdf)). The Research Plan 2012-2015 is aligned with the Batchelor Institute Strategic Plan 2012-2014 and draws on relevant Institute and external publications, guidelines, agreements and standards. The Plan incorporates responses to the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People: Final Report and in so doing positions the Institute's research and researcher development challenges and directions in a broader national context.

The Research Plan sets a framework for concentrating the research focus at the Institute and for building quality and success. It talks specifically about the importance of partnerships in our research development trajectory and outlines detailed strategies for implementation over the life of the Plan, under each of the following six objectives:-

1. Focusing research activity and building profile - through a range of strategies outlined under this objective, the Institute aims to focus on, and increase research activity and impact in, the identified Field of Research (FoR) Codes of Division 19 Creative Arts, Division 13 Education and Division 20 Language and Linguistics. In addition to these concentrated areas of research, the Institute will support the research of career researchers who work in select areas of significance for Indigenous Australian Communities and Livelihoods. The combination of strategies outlined under this objective will, over the life of this compact, build the Institutes research reputation and subsequently enhance its core objective of supporting approaches to Indigenous empowerment through research.
2. Building research capacity, expertise and resources - currently in comparison with the wider University sector, Batchelor Institute has a very low quantum of experienced researchers and eligible HDR 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. Over the life of this compact

agreement, priority will be given to the recruitment and support arrangements for Indigenous researchers, Indigenous staff fellows and Indigenous HDR candidates. Furthermore, a re-alignment of the Institute's executive structure will bring higher education (ACIKE) activity and the HDR research training programs into the same organisational Division. This closer alignment will facilitate stronger integration and strategic connections between higher education and research program activity and create a clearer link between academic career development, research activity and research capacity building. Individual staff researcher plans, combined with research activity support measures and research investment will provide further strategic measures to mitigate against staff capacity risks into the future.

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 be implementing strategies that enrich 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.

4. Building research networks and partnerships nationally and internationally - 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 acting largely as a gateway for researchers to access Indigenous peoples or community networks and little benefit was derived from the relationship. The Institute has set in place stronger and more beneficial principles for collaborating with other research institutions and the strategies under this objective enable the Institute to continue to build on existing research networks and relationships and further develop respectful, long term and mutually beneficial research collaborations

5. Improving quality and performance in HDR outcomes - the set of strategies under this objective helps to respond to the under-representation of Indigenous Australians in research training degrees and in research employment throughout the nation. Batchelor will further develop its safe and unique research training environment and support Indigenous research practice and methodologies as well as its practice-based and practice-led research programs which otherwise are not always well understood in some research communities or accommodated in research studies. The strategies for this goal are heavily oriented to improving quality and performance in HDR outcomes

6. Increasing research income and output - The strategies under this objective aim to achieve increase in research income and a sustainable growth in research output over the life of the compact, particularly as 'researchers in training' near completion of their candidature, build their publication portfolio and then target research funding.

The Institute's objectives within this Research Plan are consistent with, and supported by, activities and time line commitments under the Collaborative Research Network (CRN) project funded by the Department of Innovation, Industry, Science, Research and Tertiary Education. The Institute's Indigenous Research Collaboration (IRC) CRN project aims to increase the research capacity of Batchelor Institute with the support of four research partner organisations: namely Monash University, Charles Darwin University, the Australian Institute of Aboriginal and Torres Strait Islander Studies and the Australian National University and runs through to mid-2016.

In terms of ERA achievement, the Research Plan sets out to produce, for the first time by the Compact end date, sufficient volume of research output in one of the research strength areas to enable ERA assessment at a 2 digit FoR level. At this time, Institute research output has not been at sufficient volume to reach the threshold for assessment.

### 5.1.3 Performance indicators and targets

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

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

Principal Performance Indicators	ERA 2010	ERA 2012	ERA 2015 Target
Number of disciplines, as defined by two-digit Fields of Research (FoR), performing at world standard or above (3, 4 or 5)	0	0	0
Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5)	0	0	0

Disciplines the University commits to demonstrating substantial improvement in as defined by two-digit FoR and/or four-digit FoR	Disciplines nominated in 2011–13 Compact	Disciplines nominated in 2014–16 Compact
	Nil nominated however implied as research falling under 2 digit FoR codes:- - Div 13: Education - Div 19: Creative Arts - Div 20 Language and Linguistics	As per previous compact and Institute Strategic Plan and Institute Research Plan:- - Div 13: Education - Div 19: Creative Arts - Div 20 Language and Linguistics

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Category 1 income	\$83,984	\$15,000	\$10,000	\$100,000	\$100,000
Category 2 Income	\$704,759	\$700,000	\$800,000	\$800,000	\$800,000
Number of joint research grants in Australia	0	2	3	3	4
Number of joint research grants overseas	0	0	0	1	1
Number of jointly supervised PhD students in Australia <sup>12</sup>	1	3	4	5	5
Number of jointly supervised PhD students overseas <sup>13</sup>	0	0	0	1	2

<sup>12</sup> Please provide the number by headcount of jointly supervised HDR students enrolled in your institution who have a supervisor from an external organisation in Australia (examples include someone from a government organisation, hospital or another university).

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

<b>Optional Performance Indicators</b>	<b>Baseline 2012</b>	<b>Progressive Target 2013</b>	<b>Progressive Target 2014</b>	<b>Progressive Target 2015</b>	<b>Target 2016</b>
Number of Indigenous staff with doctoral research qualifications	1	2	3	4	6
Number of Indigenous staff enrolled in research training programs at Masters and PhD level.	1	3	4	4	3

## **5.2 Research training**

### **5.2.1 Commonwealth objectives**

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

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

### **5.2.2 University strategies**

As an organisation with a small cohort of HDR Candidates and supporting a limited set of fields of research, the Institute is able to provide focused and individualised support to research candidates. Examples include the recent development of Individual Candidate Research Plans and establishment of individualised Learning Portfolios.

Individual Candidate Research Plans - The purpose of these plans is to acknowledge the unique pathways for all candidates and to ensure the research journey responds to the candidates' specific position. Plans are targeted to the individual and their particular research area and are jointly developed through negotiation between the candidate and their supervisors. These plans are dynamic across the life of the candidature. They operate as active documents which track and record the candidate's progress and facilitate a shared understanding between the candidate, supervisors and Institute regarding candidature milestones and expectations, supervision arrangements, resources available and potential risks to completion. Plans are linked to the twice-yearly progress reporting process which is monitored through the Higher Degree Committee

Individualised Learning Portfolios - These personalised portfolios operate online through the Institutes MyLearn (Moodle system) and are accessible to the candidate, their supervisors, unit lecturers and the Higher Degree by Research Coordinator. Portfolios provide general course/unit information, resources and (for MIK students) assessment information as well as tailored resources relevant to the candidate's research discipline and focus. The portfolios operate as a space where all parties with access can load up documents and share and store relevant resources and information. Portfolios also provide a secure storage space for the evolving Individual Candidate Research Plan, Candidate/Supervision Panel Agreements, relevant contact details, drafts or final pieces of work and feedback.

<sup>13</sup> Please provide the number by headcount of jointly supervised HDR students enrolled in your institution who have a supervisor from an external overseas organisation (examples include someone from a government organisation, hospital or another university).

Also with the support of CRN partner organisations, the Institute is, over the life of the Compact, putting in place a range of related measures to "Improve quality and performance in HDR outcomes" (see Objective 5 of the Institute Research Plan) including:-

- initiating 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.
- developing and initiating a schedule for external review of the Institute's HDR programs.
- refining candidate information and acceptance criteria to achieve full alignment between new candidate research directions and the Institute's areas of research concentration.
- developing and providing clear and detailed information for students on the resources, activities and support available, and update that information regularly.
- refining processes associated with identification and appointment of supervisors to ensure at least two supervisors per HDR candidate are in place upon enrolment.
- providing induction for supervisors, including the provision of training and process information appropriate to their area and providing training and mentoring for new supervisors.
- ensuring supervisors only supervise within their area of expertise, whether as principal supervisor or as a specific contributor to a supervisory team.
- implementing and monitoring a structured external supervisor arrangement, using our institutional partners as early-adopters.
- increasing access to discipline-specific and generic skills training for HDR candidates, including collaborative arrangements with partner organisations.
- managing and updating a research seminar series calendar for HDR students, incorporating online seminars by our partners as well as the Institute's weekly Friday Research Seminar.
- providing clear assessment and exit support for HDR students.
- increasing the number of HDR scholarships over the life of the Plan.
- responding to TEQSA and other external quality assessments.
- working with IRC partner institutions and the Commonwealth to establish an agreed approach and procedure for benchmarking Institute performance.

### 5.3 Performance indicators and targets

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

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

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
HDR student load	13.25	17.125	16.5	17.5	18
HDR student completions by masters	0	0	0	1	4
HDR student completions by doctorates	0	0	2	1	2

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of staff undertaking formal HDR supervision training / mentoring;	0	0	12	15	22

## PART SIX: GENERAL PROVISIONS

### 6 GENERAL PROVISIONS

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#### 6.1 Compact Review

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

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

#### 6.2 Privacy and information sharing

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

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

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

#### 6.3 Changing the Compact

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

#### 6.4 Notices

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

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

**6.4.2** The Representatives are:

- a. University Representative

Mr Adrian Michell  
Director  
Batchelor Institute of Indigenous Tertiary Education  
C/ PO Batchelor 0845

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

OR

[compacts@innovation.gov.au](mailto:compacts@innovation.gov.au)

## 6.5 Dictionary

In this compact, unless the contrary intention appears:

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

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

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

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

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

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

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

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

‘University’ means Batchelor Institute of Indigenous Tertiary Education, ABN 320 391 791 66

Signed for and on behalf of the Batchelor Institute of Indigenous Tertiary Education

by

A Mitchell  
Signature

18/11/13  
Date

Mr Adrian Mitchell  
the Director

In the Presence of:

[Signature]

WITNESS

MELANIE CAMPBELL - Executive Office to the Director

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

SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

by

[Signature]  
Signature

5.12.13  
Date

Mr David de Carvalho  
the Head of Division  
of Higher Education Division

of the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education  
a Delegate of the Minister for Tertiary Education, Skills, Science and Research

In the Presence of:

[Signature]

WITNESS

SOPHIE HORGAN, PUBLIC SERVANT

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