Batchelor Institute

Strategic Plan
2015–2020

Building on the Past, Working to the Future
Both-ways
Tertiary Education and Research
Batchelor Institute

Background

Batchelor Institute of Indigenous Tertiary Education sits uniquely in the Australian educational landscape as the only Aboriginal and Torres Strait Islander dual sector tertiary education provider. Under its ‘Both-ways’ philosophy, the Institute significantly provides an Aboriginal and Torres Strait Islander lens to a mainstream education system.

The Institute has two major campuses, one in Batchelor and the other in Alice Springs, backed up by a range of learning campuses across rural and remote Northern Territory. Key to Batchelor’s success is its higher degree by research programs, sitting alongside a highly successful Vocational Education and Training program.

Through Batchelor Institute’s collaborative partnership with Charles Darwin University, it jointly delivers a range of undergraduate degrees to Aboriginal and Torres Strait Islander students through the Australian Centre for Indigenous Knowledges and Education (ACIKE). Consequently, Batchelor offers students a learning pathway from foundation skills all the way to a Doctor of Philosophy, underpinned by the Institute’s highly regarded research program.

The Institute is both a ‘Table A’ Higher Education provider and is one of two publicly funded tertiary education institutions in the Northern Territory. As such, it is supported by the Northern Territory and Australian Governments. It also draws income from a range of fee-for-service activities. Batchelor Institute operates in an increasingly competitive environment, responding to changing government policy and the increasingly complex demands of Industry.

Both-ways

Batchelor’s Both-ways philosophy defines the way in which we work and teach. It is demonstrably a First Nations approach to teaching and interacting where Aboriginal and Torres Strait Islander ways of doing inform a Western educational system. The result is a culturally secure approach for both Aboriginal and Torres Strait Islanders and other peoples such that learning and achievement are synonymous.

Batchelor Institute’s adoption of the Both-ways philosophy and approach has led to a highly successful capacity building capability. This capability along with its products and services enables the Institute to be a strong First Nations provider across Australia and internationally. In such an environment the need for a robust strategic approach and clear sense of values are critical to realise these opportunities. To achieve this, Batchelor Institute has adopted the following integrated strategic approach to drive the organisation into the future to achieve its vision of being Australia’s leading provider of choice in First Nation Tertiary education and research.
The Business and Planning Framework

Batchelor Institute’s Strategic Plan has been formulated under a Business and Planning framework, based upon five assumptions. These assumptions highlight the need for the Institute to become an enterprise that is: sustainable; demand-driven; dynamic; customer-focused; and with a cycle of quality processes. Fundamental to this is the Institute’s future success, led by collaborative partnerships and strong communication.

These five assumptions underwrite five success pillars that the Institute will focus on over the next five years to 2020 in order to reach its vision as Australia’s first choice for First Nations provision in training, higher education and research.

The Business model below shows the five pillars underwritten by these five planning assumptions and surrounded by the Institute’s improvement cycle. The improvement cycle is designed to ensure that the Institute remains relevant, manages risk responsibly and delivers high quality education and training, whilst being responsive to community and industry expectations. Central to all of the work of the Institute is its ‘Both-ways’ philosophy represented at the ‘hub’ of the model.

Batchelor Institute: Towards 2020

The Institute’s strategic planning regime comprises five organisational initiatives, referred to as system-level pillars.

These pillars underpin Batchelor Institute’s direction, work and investment, thereby positioning the Institute, for the future, as Australia’s Aboriginal and Torres Strait Islander dual sector tertiary provider of choice.

The Institute will be highly profitable, and have both a national and international reputation for providing high quality training, education and research.
**Batchelor Institute Vision**

To achieve this vision, the Institute will:

- focus on education, training, enterprise and research solutions that support the aspirations of Aboriginal and Torres Strait Islander peoples along with those seeking to work with and for First Nations peoples
- collaborate with industry partners and the communities with which it works to ensure a responsive, flexible and culturally appropriate approach to the work of the Institute; and that it is informed by best practice, demand-driven education, training, enterprise and research solutions
- underpin its work with a culturally and linguistically inclusive approach built upon Aboriginal and Torres Strait Islander ways of being and knowing
- promote its identity as Australia’s only First Nations Tertiary Education and Research Institute, with the mandate to contribute to Australia’s national identity.

**Values**

Batchelor Institute is driven by valuing the rights of Australia’s First Nations people to fully participate in, and contribute to, high quality dual sector education and research. It recognises the role it can play by supporting effective engagement of non-Aboriginal people in the First Nations space.

Batchelor Institute is founded on the following values:

1) **Authenticity:** there are two principles that underpin all aspects of the Institute’s life. The first is cultural interaction and intercultural learning that are based wholly upon the ‘Both-ways’ principles that enable Aboriginal and Torres Strait Islander knowledges and cultural contexts to be included within a mainstream academic disciplinary approach. The second principle affirms the aspiration of self-determination and empowerment of Aboriginal and Torres Strait Islander peoples through work, courses and research of Batchelor Institute.

2) **Excellence:** the provision of exceptional products and services, supporting its students and industry. The Institute fosters and supports a quality framework throughout the organisation that drives excellence.

3) **Agility:** the Institute staff view themselves as creative, and say ‘yes’ to opportunities and strive to make things possible by always looking to work smarter and to incorporate new and sustainable initiatives.

4) **Dedication:** the Institute staff are passionate, enjoy and value what they do and the difference that they make, and actively employ the Both-ways philosophy to ensure the very best experience is provided to students and the community.

5) **Integrity:** Batchelor Institute is connected, shares ideas and learnings with industry partners, networks and communities. The work of the Institute is based on quality research and comprehensive consultation.

6) **Team work:** the Institute staff recognise change is a constant and that it is challenging and they strive to embrace it in a spirit of collaboration to ensure positive outcomes for clients.

7) **Respect:** seeing students as the reason Batchelor Institute exists and that Aboriginal and Torres Strait Islander and non-Indigenous people work together in partnership, ensuring the best possible outcomes.
Batchelor Institute is nationally recognised for its expertise in remote delivery and collaborative partnerships with Aboriginal and Torres Strait Islander communities. It has been a part of the Aboriginal education, training and research landscape since the late 1970s. To remain relevant in a continually changing and competitive environment, the Institute has adapted its business architecture and services to respond more strategically, underwriting its approach with innovative solutions and service excellence. Batchelor Institute is driven through its strategy to re-energise its profile, extend its reach and expand its substantial potential as a national and transnational provider of education, training and research services to become the provider of choice and a brand in demand.

PILLAR ONE
A Strategic, Sustainable, Innovative Aboriginal and Torres Strait Islander Business
## Achievables

Revitalise the Batchelor Institute brand, ensuring relevance, attracting and retaining customers nationally and internationally, directly meeting competition.

Promote the strength of Both-ways

The strategic plan to be underpinned by a comprehensive three-tiered annual planning regime comprising business, operational and performance plans.

Ensure timely financial and business strategy reporting that delivers quality information to inform the Institute’s decision making and direction.

Implement a comprehensive and integrated marketing plan reflecting market segmentation and which is soundly demand driven.

Integrate quality, risk management and mitigation strategies across the Institute with business and operational planning, thereby ensuring connectivity.

Review systems and structures including committees, for the purpose of ensuring an organisational structure that value adds to front line delivery.

Substantially invest in upgrading infrastructure across all campuses.

Align operational structure at Batchelor Institute to ensure delivery of the Strategic Plan.

Revisit and redefine the relationship with CDU through the Australian Centre for Indigenous Knowledges and Education with the aim of Batchelor Institute offering a pathway from ‘Foundation Skills’ to University.

Deliver compelling learning experiences and organisational efficiencies and business systems through a diverse range of innovative mechanisms, digital technologies and mixed-mode delivery.

Ensure an effective mix of revenue streams, including philanthropic opportunities and the introduction of student fees to drive financial sustainability and security of the Institute.

Wider client base through interstate reach and non-Indigenous access.

Establish a Strategic Consultancy business unit within Batchelor Institute.

## Deliverables

- Strategic Plan monitored by CEO and Council
- Increased influence
- Increased profitability
- Increased course completions
- Effective and timely service delivery
- The delivery of highly relevant and sought after product and services
- The uptake of digital technologies across the Institute
- An effective and sustainable mix of revenue streams
- Upgrade of computer facilities and infrastructure
- Batchelor Institute product is visible, recognised and strongly marketed
- ACIKE partnership reviewed
- Introduction of student fees
- Philanthropic contributions
- Increased research income and activity, and clear purpose of research approach to facilitate a move to university status
- The number of non-Indigenous students increased
- Batchelor Institute sites upgraded with a focus upon improving the staff and student experience
- Strategic Consultancy Unit established
The future for Batchelor Institute as a competitive tertiary provider will be realised through collaborative and active partnerships with the professions, industry and a range of other organisations. This will ensure the quality, reach and impact of education and research and will improve the visibility of the Institute. Increased collaboration between Batchelor Institute and Industry partners will increase public profile and facilitate intelligence around labour market research and Higher Education needs.

These benefits in turn lead to a more focused suite of products that reflects industry, government and community needs and improves delivery performance, quality and market share.
## Achievables

- Identify priority partnerships, based on high impact collaboration to direct, inform and enhance education, training and research activity.
- Regularly and systematically review course delivery based upon a demand-driven environment. Decisions to retain, retire or restructure or invest in new course areas will be based on this systematic approach.
- Collaborate with industry partners and stakeholder groups to enhance student opportunities including employment and work-based learning.
- Strengthen relationships with industry through the establishment of a ‘Captains of Industry’ advisory group.
- Develop flexible delivery strategies and models, including digital strategies giving the Institute greater reach, effectiveness and sustainability.
- Develop policy and process for VET skill sets, demand-driven, non-accredited training.
- Develop and implement systems to capture student and business enquiries to inform practice and deliver results.
- Design and implement a comprehensive timetabling profile.
- Increase research capability and reach.
- Design and implement a full Higher Education provision through the inclusion of a limited selection of undergraduate courses. Revise post-graduate offerings to include higher degree by coursework and the concept of professional doctorates.
- A comprehensive research plan is established, clearly linked to the Institute’s Strategic Plan.

## Deliverables

- Increasing industry partnerships
- Increasing student numbers across a range of Industry areas
- ‘Captains of Industry’ advisory committee established
- Financial viability in the Further Education (VET) and Higher Education sector
- Sustainable well-planned VET delivery
- Research activity, embedding, and outputs increase
- Introduction of undergraduate degrees and higher degrees by coursework.
Batchelor Institute will be accountable for the responsiveness, relevance and excellence of the educational and research environment that it creates and delivers. This will be supported by an administrative environment striving for excellence, which will deliver an exceptional learning experience for clients.

To ensure this, all staff will be provided with the training, support and infrastructure required to excel, innovate and deliver on behalf of the Institute. Batchelor Institute staff will become fluent in the use of digital technologies for teaching, learning and administration.

All support services will be focused upon adding value to the role of Institutional and teaching staff.

The student services team will excel, striving for best practice, and delivering on the Institute’s promise of a student-centred organisation. The shared services team will deliver a first class, value-added service to internal customers, such that Institutional and teaching staff are able to focus on delivering outstanding, state of the art educational and research services.
### Achievables

<table>
<thead>
<tr>
<th>Achievable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote the strength of Both-ways and ensure staff are inducted into this philosophy effectively across the Institute so that it becomes a ‘lived experience’.</td>
</tr>
<tr>
<td>Deliver compelling learning and research opportunities that lead to great outcomes for students and strategic partners and which informs the teaching at the Institute.</td>
</tr>
<tr>
<td>Develop and implement strategies to increase participation and completion rates across the Institute.</td>
</tr>
<tr>
<td>Invest in innovative technologies to increase access to education, training and research opportunities.</td>
</tr>
<tr>
<td>Develop and implement a workforce development plan that maximises capabilities, knowledge and skills of staff developing organisational capability.</td>
</tr>
<tr>
<td>Attract and recruit the right people, ensuring that Aboriginal and Torres Strait Islander staff are a focus.</td>
</tr>
<tr>
<td>Create a Batchelor Institute Alumni.</td>
</tr>
<tr>
<td>Develop uniform and extensive induction processes, and strengthen performance management and leadership development.</td>
</tr>
<tr>
<td>Develop a Reconciliation Action Plan with a focus on an Aboriginal employment strategy as part of workforce development.</td>
</tr>
<tr>
<td>Deliver excellence in shared services allowing the education, training and research teams to deliver.</td>
</tr>
<tr>
<td>Reflect across the Institute a strong Aboriginal and Torres Strait Islander ethos.</td>
</tr>
<tr>
<td>Introduce professorial positions in the Higher Education and Research areas.</td>
</tr>
<tr>
<td>Develop a School/Centre approach in Higher Education and Research to improve research and postgraduate by research capability and funding.</td>
</tr>
<tr>
<td>Develop a culture of safety that ensures the wellbeing of everyone accessing the Institute’s services.</td>
</tr>
<tr>
<td>Develop high level structure and quality mechanisms that ensure compliance to expectations from Tertiary Sector regulators.</td>
</tr>
</tbody>
</table>

### Deliverables

<table>
<thead>
<tr>
<th>Deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increase in the number of students</td>
</tr>
<tr>
<td>• Industry and employers choosing to take on Batchelor Institute students</td>
</tr>
<tr>
<td>• Aboriginal and Torres Strait Islander people having a positive Institute experience, and increased percentage of students achieving course completions</td>
</tr>
<tr>
<td>• Workforce development plan in place and driving workforce improvement</td>
</tr>
<tr>
<td>• Increased Indigenous employment and retention at all levels of the organisation</td>
</tr>
<tr>
<td>• Alumni established and functioning</td>
</tr>
<tr>
<td>• Effective workforce development strategy in place and implemented, including exemplary induction and personal development practices</td>
</tr>
<tr>
<td>• Reconciliation Action Plan being ‘lived’</td>
</tr>
<tr>
<td>• Shared services and systems supporting excellence in delivery</td>
</tr>
<tr>
<td>• Increased research output and national and international recognition across the research and higher education staff</td>
</tr>
<tr>
<td>• Develop a culture where safety is everyone’s business</td>
</tr>
<tr>
<td>• Batchelor Institute is a low risk, high performing further and higher education provider</td>
</tr>
</tbody>
</table>
PILLAR FOUR
An Aboriginal and Torres Strait Islander organisation that will contribute to Australia’s National Identity

Batchelor Institute is Australia’s only Aboriginal and Torres Strait Islander dual sector tertiary education provider. It has a successful history in working with Aboriginal and Torres Strait Islander communities, and recognises the importance of being an advocate for them. The Institute understands that it must continue to play an important role in nation building and reducing the disadvantage amongst the Aboriginal and Torres Strait Islander community.

Batchelor Institute’s long history of actively working with communities and representative organisations is central to its Both-ways practices. The ultimate aim is to contribute to building Australia’s national identity through ensuring that Aboriginal and Torres Strait Islander Peoples are able to fully participate in all aspects of its future. The Institute will continue to provide a culturally safe and inclusive learning environment that delivers Aboriginal and Torres Strait Islander success. In partnership with these ideals, Batchelor will also play a significant role in skilling the wider Australian community.
Achievables

Position Batchelor Institute as a best practice Aboriginal and Torres Strait Islander organisation.

Position Batchelor Institute as the provider of choice for Indigenous education, training and research, both nationally and internationally.

Utilise Batchelor Institute’s Both-ways philosophy to drive change in the understanding of teaching and learning across the sector.

Utilise the Institute’s standing in the community to influence educational policy.

Undertake cutting edge research that informs national practice.

Open Batchelor Institute to all people working within or aspiring to work within the Aboriginal and Torres Strait Islander sector.

Deliverables

• Batchelor Institute is recognised for its influence
• Both-ways is an integrated experience within the organisation and an influencer in the wider community
• Batchelor Institute becomes an active member of the National Aboriginal and Torres Strait Islander Higher Education Committee (NATSIHEC)
• Batchelor Institute increases its profile and presence at conferences and symposiums at a national level
• The Institute’s student cohort reflects Indigenous and non-Indigenous participation
• Batchelor Institute’s research effort increases and it publishes widely
Establish Batchelor Institute within the higher and further education sector at the National and International level.

Batchelor Institute has proven capability in building the capacity of people and communities. This directly translates to nation building capacity that has relevance and benefit to communities, both nationally and internationally. Over time, international work will grow to become a critical part of the Institute’s business activities and a key generator of a sustainable revenue base.

Strategic partnerships with governments, industry, external and research agencies along with other education training providers will contribute to the Institute’s international strategy. These vital links will build the Institute’s international capability and allow it to explore new business opportunities in developing countries across the region. Batchelor Institute will approach this activity through an Aboriginal and Torres Strait Islander perspective and its way of doing business will reflect this approach.
Achievables

Collaborate with the Northern Territory Government around international opportunities.

Understand and act on the national and international opportunities that come with the Institute’s extensive industry partnerships.

Develop and implement a business development plan for capturing national and international education, training, research and consultancy opportunities while not losing sight of core business.

Identify opportunities for research and knowledge exchange focusing on Batchelor Institute’s Both-ways principle.

Develop a clear ‘nation building’ strategic position.

Become a Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

Position Batchelor Institute within the world Indigenous university sector.

Deliverables

- Batchelor Institute increases its National and International standing
- The Institute is involved in research and knowledge exchange opportunities nationally and internationally
- Batchelor Institute’s reputation is increased as a national and international provider and partner of choice, based on the Institute’s Both-ways principle and nation building capacity
- The Institute becomes an integral member of the World Indigenous Higher Education Council (WINHEC)
- Achieve CRICOS registration
Monitoring Implementation and Evaluation of the Strategic Plan

Integral to the successful Implementation of this Strategic Plan will be the monitoring and evaluation of its success or otherwise.

The Strategic Plan will be reviewed annually in order to:

• Report performance measurement information
• Assess what is working and what is not
• Adjust the plan and strategies as necessary
• Address new organisational issues that might occur.

Batchelor Institute will engage in systematic reviews of the Strategic Plan, so as to be able to ensure the plan is being successfully implemented and responds to the changing environment in which it works.

Monitoring as part of the Business planning process

Successful Strategic Planning is an active, ongoing and dynamic process being implemented through an effective Business and Operational planning framework. As such, these plans should be monitored and adjusted. Strategies and actions are aligned with the Strategic Plan, and are developed and monitored as part of the annual business planning process. This will allow Batchelor Institute to move towards its strategic vision and adapt to change, making essential changes to its strategy.

Monitoring and evaluation work best when built into the process from the start. This enables the identification of measures that act as signals for emerging change.

Evaluation of the strategic process is critical for providing quality feedback, and for informing continuous improvement of strategies, performance and results. This includes developing evaluation matrices as part of the strategic and business planning process, and the determination of what needs to be measured.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Plan</td>
<td>Business Plan</td>
<td>Operational Plans</td>
</tr>
<tr>
<td>Sets the direction for the organisation until 2020</td>
<td>Synthesises the business of Batchelor Institute with the Strategic Plan outlining an annual, staged process toward the vision of the organisation, and taking into consideration financial and quality matters.</td>
<td>Operationalises the business plan into business units. Staff performance and development plans will also align to operational plans.</td>
</tr>
</tbody>
</table>
Our Vision:
Batchelor Institute as Australia’s Leader in First Nations Tertiary Education and Research