

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

|                       |  |               |                                   |
|-----------------------|--|---------------|-----------------------------------|
| <b>Organisation</b>   | Batchelor Institute of Indigenous Tertiary Education |               |                                   |
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### 1. Enrolments (Access)

Batchelor Institute is constituted under the *Batchelor Institute of Indigenous Tertiary Education Act* for the specific purpose of being ‘an educational institution for the tertiary education of Indigenous people of Australia’. As such, the Institute’s entire business focus and operation is centred around attracting and servicing the educational, training and research needs of Aboriginal and Torres Strait Islander students. As a dual sector provider, the Institute provides (i) Vocational Education and Training programs (primarily to regional and remote NT Aboriginal students), (ii) provides a Batchelor-delivered set of units and teaches into enabling and undergraduate courses of Charles Darwin University and (iii) provides Higher Degree by Research (HDR) training through Masters by Research and PhD programs. Given Batchelor’s undergraduate teaching effort is supported by a CDU-Batchelor funding agreement, the Institute’s ISSP allocation is dedicated to the support of the Institute’s Indigenous HDR candidates.

Combining Institute resources with ISSP funding has enabled the Institute to allocate greater staff resources to the front end communications stage and administrative follow up of HDR admissions documentation. This is often otherwise a protracted exercise and one that can delay or de-rail prospective candidates being admitted into a research award. Administrative staff support to this activity, through a case management approach, has improved the completeness and overall quality of applications.

Prior to 2018 the Institute did not have a program of ISSP scholarships available for the HDR cohort. As an approved 2017 underspend carrying over activity, the Institute applied ISSP funding in 2018 to a project to:

1. Develop a comprehensive program of HDR-specific ISSP scholarships .
2. Prepare the policy documentation detailing these scholarships.
3. Articulate the business processes for scholarship applications, eligibility assessment and ranking, reporting and acquittal of scholarship expenditure.
4. Propose notional budget allocation projections for these scholarships.

ISSP scholarships are now in place for 2019 and published on the Institute website for prospective Indigenous HDR students to view.

As shown in the table of 2017/2018 student data on the following page, enrolments in the Batchelor HDR program remain quite static. Note that given the relatively small number of total students, a small shift in enrolment profile can lead to moderate or high variations in percentage changes from year to year.

**HDR Enrolment table – 2017/2018**

|                   |  | 2018      |                |                  | 2017      |                |
|-------------------|--|-----------|----------------|------------------|-----------|----------------|
|                   |  | Student   | Student %      | Student % Change | Student   | Student %      |
| <b>Gender</b>     | Female                                     | <u>12</u> | 75.00%         | 9.09%            | 11        | 61.11%         |
|                   | Male                                       | <u>4</u>  | 25.00%         | -42.86%          | 7         | 38.89%         |
| <b>Total</b>      |  | <b>16</b> | <b>100.00%</b> | <b>-11.11%</b>   | <b>18</b> | <b>100.00%</b> |
| <b>Indigenous</b> | Non indigenous                             | <u>2</u>  | 12.50%         | 100.00%          | 1         | 5.56%          |
|                   | Aboriginal                                 | <u>11</u> | 68.75%         | -15.38%          | 13        | 72.22%         |
|                   | Torres Strait Islander                     | <u>2</u>  | 12.50%         | 0.00%            | 2         | 11.11%         |
|                   | Both Aboriginal and Torres Strait Islander | <u>1</u>  | 6.25%          | -50.00%          | 2         | 11.11%         |
| <b>Total</b>      |  | <b>16</b> | <b>100.00%</b> | <b>-11.11%</b>   | <b>18</b> | <b>100.00%</b> |
| <b>Level</b>      | Doctorate by research                      | <u>13</u> | 81.25%         | 0.00%            | 13        | 72.22%         |
|                   | Master's by research                       | <u>3</u>  | 18.75%         | -40.00%          | 5         | 27.78%         |
| <b>Total</b>      |  | <b>16</b> | <b>100.00%</b> | <b>-11.11%</b>   | <b>18</b> | <b>100.00%</b> |

### 1a Scholarships (2018 breakdown)

As stated above, Batchelor Institute previously had no formal ISSP scholarship program for HDR candidates. ISSP funds have however been applied to a range of Indigenous student support activities at a program level over the years, rather than at an individual student level. The 2018 project to establish an ISSP HDR scholarship framework and supporting policy, guidelines, processes and forms, means that from 2019 ISSP Performance Reports onward, Batchelor will be able to report on ISSP scholarship funding allocated against the following:

1. Travel scholarships for candidates to attend masterclasses, course intensive blocks and to travel to meet supervisors, tutors or other support personnel
2. Stipend scholarships for the period of the masterclass, course intensive block and other approved activity for all those who attend but are not recipients of a full Research Training Program (RTP) stipend.
3. Travel scholarships for conference attendance.

As illustrated below however, Batchelor Institute did not award any ISSP scholarships in 2018.

| Student category                                      | Education Costs |     | Accommodation Costs |     | Reward |     | Total/ Students Assisted (headcount) |     |
|---|-----------------|-----|---------------------|-----|--------|-----|--------------------------------------|-----|
|   | \$              | No. | \$                  | No. | \$     | No. | No.                                  | \$  |
| From Regional/ Remote-<br><b>undergraduate</b>        | -               | -   | -                   | -   | -      | -   | N/A                                  | N/A |
| From Regional/ Remote-<br><b>postgraduate</b>         | -               | -   | -                   | -   | -      | -   | Nil                                  | Nil |
| Undergraduate ( <b>non-regional/remote students</b> ) | -               | -   | -                   | -   | -      | -   | N/A                                  | N/A |
| Post-graduate ( <b>non-regional/remote students</b> ) | -               | -   | -                   | -   | -      | -   | Nil                                  | Nil |
| Other   | -               | -   | -                   | -   | -      | -   | Nil                                  | Nil |
| <b>TOTAL</b>  | -               | -   | -                   | -   | -      | -   | Nil                                  | Nil |

|  |              |
|--|--------------|
| Value of Scholarships <u>awarded</u> by the university to <b>remote or regional students</b> in the <b>2017</b> academic year (Section 21(3) in the Guidelines refers) | <b>\$Nil</b> |
| Value of Scholarships <u>offered</u> by the university to <b>remote or regional students</b> in the <b>2018</b> academic year (Section 21(3) in the Guidelines refers) | <b>\$Nil</b> |

## 2. Progression (access and outcomes)

In 2018 the Institute undertook the following activities to support HDR student retention and success in the Masters and PhD of Indigenous Perspectives and Masters and PhD of Indigenous Knowledges programs.

1. Facilitated increased supervisor and candidate interaction through candidate travel to intensive tuition and supervisor consultations or for approved special purpose research development activities. This strategy was directly funded by ISSP.
2. Travelled and accommodated candidates to increase candidate attendance and participation in the HDR masterclass programs. This strategy was directly funded by ISSP.
3. Extended Batchelor Institute library support to long-distance HDR candidates through provision of a dedicated HDR librarian, funded both by ISSP and Institute sources.
4. Provided case management administrative and follow up support to candidates to ensure candidates are working to the progression and reporting requirements and deadlines of their candidature, funded both by ISSP and Institute sources.
5. Resourced the provision of external expertise to support student wellbeing, including presentations and exercises by contracted counsellors to promote candidate self-care across their lengthy candidatures. This strategy was directly funded by ISSP.
6. Provided contracted editing services for candidates as they finalize their theses for examination. This strategy was funded by ISSP and other Institute resources.
7. Funded attendance and participation by candidates to conferences of relevance to their HDR research topics and early career researcher development. This strategy was funded by ISSP and other Institute resources.
8. Contracted expertise to design and implement an HDR-specific ISSP Scholarship framework along with accompanying policy, guidelines and process documents and amended material and forms for uploading on the Batchelor Institute research and HDR web pages. This strategy was directly funded by ISSP.

The Institute does not have a separate Indigenous Support Unit as, unlike other Australian universities and HEPs, the Institute's entire focus is on the training, education and research development of Indigenous Australian students. As such the above strategies were implemented directly by the Institute's Higher Education and Research Division, in collaboration with other Divisions and work units as required.

The work of the Division of Higher Education and Research across 2018 was supported by the Institute Teaching and Learning Plan (2017-2020) which, amongst other priorities, oversees Institute-wide strategies to support culturally safe training, teaching, learning and research environment for both students and staff. Central to achieving this objective is the Institute's commitment to the Both-ways education and research practices to drive change and understanding of training, teaching and learning in all facets of our organisation. In addition, the Institute's current Research Plan (2016-2020) outlines a vision, a set of strategies and an approach for research at Batchelor Institute which privileges the voices of First Nations' Peoples and Communities by engaging in culturally-enriched research that promotes innovation and Indigenous agency.

The Office of the Elder - Academic and Cultural Leadership (OEACL) continued to contribute academic and cultural guidance to the HDR program across 2018.

Academic leadership by the Academic Elder, plays a key role in working with HDR candidates, as well as the teaching and training workforce, VET, Higher Education and Research more broadly, to ensure culturally relevant materials and learning experiences and that Aboriginal and Torres Strait Islander perspectives are embedded and endorsed across a range of curricula, teaching and learning models, and disciplines. Throughout 2018, OEACL continued to promote robust dialogue, and develop and implement supportive, inclusive environments across all Batchelor Institute campuses and locations where course delivery, projects, industry engagement and other activities occurred. The Office did this through regular Intercultural programs, Indigenous Knowledges' forums as well as celebration and guest presentations marking significant events on the annual Aboriginal and Torres Strait Islander calendar. A wide range of topics were covered and a number of guest presenters from within staff as well as external guests participated and presented.

The Academic Elder is also a member of several Institute Committees including Research, Academic Board, Teaching & Learning, and is a member of the Institute's Executive Leadership Team. The Academic Elder maintains strong working links with Research, the Graduate School, and the School of Higher Education.

Progression by candidates across 2018 is represented by the following:

| Course Code | Course Name                                    | Students enrolled | Satisfied milestones | Completed and Graduated | Submitted for examination |
|-------------|--|-------------------|----------------------|-------------------------|---------------------------|
| MIK         | MASTER OF INDIGENOUS KNOWLEDGES                | 1                 | 1                    | 1                       | -                         |
| MIP         | MASTERS OF INDIGENOUS PERSPECTIVES BY RESEARCH | 2                 | 1                    | -                       | -                         |
| PHD         | DOCTOR OF PHILOSOPHY (INDIGENOUS KNOWLEDGES)   | 1                 | 1                    | -                       | -                         |
| PHDIP       | DOCTOR OF PHILOSOPHY INDIGENOUS PERSPECTIVES   | 12                | 10                   | -                       | 3                         |
|             |  | <b>16</b>         | <b>13</b>            | <b>1</b>                | <b>3</b>                  |

**2a Tutorial and other assistance provided (2018 breakdown)**

| <b>Assistance type</b>   | <b>Level of study</b>   | <b>Number of students assisted</b>    | <b>Hours of assistance</b> | <b>\$</b>        |
|--|---|---------------------------------------|----------------------------|------------------|
| Tutorial assistance  | Undergraduate   | -                                     | -                          |                  |
|  | Post graduate (HDR)   | <b>16</b>                             | <b>880</b>                 |                  |
|  | Other   |                                       |                            |                  |
|  | <b>total</b>  | <b>16</b>                             | <b>880</b>                 | <b>\$76,619</b>  |
| Indigenous Support Unit or other Indigenous student support activities | HDR Candidate Travel  | <b>16</b>                             |                            | <b>\$16,471</b>  |
|  | External expertise (editing/wellbeing)  | <b>2 edits</b><br><b>16 wellbeing</b> |                            | <b>\$4,870</b>   |
|  | Case management for progression   | <b>16</b>                             |                            | <b>\$20,049</b>  |
|  | Library Support   | <b>16</b>                             |                            | <b>\$95,437</b>  |
|  | Conference Registration   | <b>2</b>                              |                            | <b>\$555</b>     |
|  | <b>total</b>  |                                       |                            | <b>\$214,001</b> |
| Approved roll-over activity  | Consulting students and others on the development and implementation of an ISSP Scholarship framework |                                       |                            | <b>\$47,506</b>  |
|  |   |                                       | <b>total</b>               | <b>\$261,507</b> |

### 3. Completions (outcomes)

One (1) Masters of Indigenous Knowledges candidate completed and graduated in 2018

Three (3) PhD in Indigenous Perspectives candidates submitted PhD theses for examination in late 2018.

The candidate profile is made up of predominantly professional working students undertaking their studies part time while in employment or fulltime through extended leave arrangements or following retirement. Some candidates – particularly those from the creative industries - are self-employed and undertaking their research alongside or within their creative practice businesses.

Graduates are typically employed or self-employed during and following their candidature. The one Masters graduate of 2018 has enrolled in a PhD program.

In 2018, the Institute undertook a review of the Masters and PhD in Indigenous Perspectives as part of a 5 year re-accreditation cycle. The review activity was not funded in any part by ISSP. The review was undertaken by a panel of leading Indigenous Australian academics and research leaders. It provided an opportunity to examine the student progress, outcomes and success over the past years and to refine the model of research training and candidate support. A revised and newly accredited Masters and PhD program was accredited by the Batchelor Institute Academic Board in late 2018 and then approved by the Institute Council for offer from 2020. This new award will further strengthen the research development of Masters and PhD candidates through the inclusion of four x research training units, to be undertaken across the first year of candidate enrolment.

Included in this enhanced research training structure are the following four units:-

- Indigenous methodologies
- Critical reading and writing
- Research ethics
- Research strategy

We have nominated the development of the new research training titled *Indigenous methodologies*, and the associated work of on-line package development, unit testing and user professional development as the rollover activity to acquit the \$20,433 underspend from 2018. The development and delivery of such a unit is consistent with the exemption allowing ISSP funds to be allocated to units of study about Indigenous societies and cultures, as per the section 15(a) of the Indigenous Student Assistance Grants Guidelines 2017.

#### **4. Indigenous Education Strategy accessible by public**

The entire focus of the Institute is on the education and training Indigenous students and related Indigenous research. Cultural Awareness and Both-Ways (outlined below) training is provided to both staff and students through orientations and continue to create a culturally inclusive environment for staff and students through culturally appropriate support services both nationally and internationally through quality student experience. Both-Ways philosophy is applied in all higher education intensive on-campus workshops.

In this sense, the Institute's Strategic Plan, and its related Teaching and Learning and Research Plans become the Institute's Indigenous Education Strategy. Elements of the achievements against these strategies are presented below.

Institute Higher Education staff are involved in the re-accreditation processes of programs at CDU and the development of 'Specialisations' in programs. This enhances the understanding of, and respect for, Aboriginal and Torres Strait Islander traditional and contemporary cultures in both CDU and Batchelor courses, teaching and experience.

The Graduate School continues its focus on sustaining areas of Indigenous research and providing candidates with a clear direction for knowledge-transfer back to communities, to the sector, and providing the basis for research contributions at the highest level.

The Institute is a member of the First Nations World Indigenous Nations Higher Education Consortium (WINHEC) with the Chair of Council and CEO representing the Institute at the previous WINHEC meeting in Toronto, Canada in August 2017.

##### **Both-Ways**

Batchelor's 'Both-Ways' philosophy defines the way in which the Institute works and teaches. 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.

At the heart of the 'Both-Ways' principles lies the recognition of the legitimate right of Aboriginal and Torres Strait Islanders to determine the nature of their engagement with various knowledge systems, in particular their own intellectual and social traditions and practices in the past, the present, and into the future.

##### **Office of Elder: Academic and Cultural Leadership**

The Office of the Elder - Academic and Cultural Leadership (OEACL) continued its cultural engagement work across 2018. The OEACL staff includes:

- Dr Sue Stanton, PhD, Fulbright Scholar – Elder Executive Advisor, Academic and Cultural. Dr Stanton is a Kungarakan Traditional Owner-Custodian and, as part of that role, provides cultural and some ceremonial representation to staff, visitors and guests of Batchelor Institute at Batchelor's campus.
- Mrs Noressa Bulsey is Coordinator of Cultural Training and is also the Institute's Torres Strait Islander Advisor.

- Mr Harold Furber, Elder in Residence at the Desert Peoples Centre (DPC) Alice Springs, provides advice in relation to diversity training of staff, and promoting intercultural communication to both internal and external stakeholders as well as visiting groups to the Centre. Mr Furber, as one of the Traditional Owners-Custodian family groups of the Alice Springs region also provides other appropriate and ceremonial representations to staff, visitors and guests of the Institute at DPC.

Both Mrs Bulsey and Mr Furber, in liaison with the Academic Elder, continued across 2018 to advise and direct and provide a variety of cultural responses to all staff and external stakeholders and others; to ensure that culturally meaningful and respectful engagements are maintained across all Batchelor Institute landscapes. In addition, OEACL provided cultural support and advocacy to Institute staff and students. The Office also prioritises healthy interactive community engagement with all sections of the local community, such as youth, schools, police, and health workers.

#### **Batchelor Institute Press**

Batchelor Institute Press continued to support the documentation and dissemination of First Nations languages and knowledges. The Press is one of the 'keeping houses' for research and publications undertaken through First Nations' language projects ensuring 'just-in-time' production of Aboriginal language teaching and learning resources. Batchelor Institute Press also provides a distribution service for research publications within Batchelor Institute and for external organisations that foster First Nations' knowledges and well-being. Batchelor Institute Press specialises in Indigenous publishing and provides design, desktop publishing and distribution services. for internal and external clients.

#### **Centre for Australian Languages and Linguistics (CALL)**

In 2018 CALL co-hosted the Western and Northern Aboriginal Language Alliance (WANALA) Forum: 'The Art of Language & The Language of Art' with Wadeye Community, supported by Batchelor Institute and the Thamarrurr Local Government. Over 14 language centres across Australia were represented at WANALA 2018 along with representatives from 18 organisations together with independent delegates. Collectively delegates expressed the value of the Forum in "strengthening our language journey" as well as the political challenges of their work: "We demand a national language legislation that protects our rights as language keepers and educators." (Forum Statement)

The CALL Collection database and website is managed in partnership with the Batchelor Institute Library and represents a unique and comprehensive treasure of First Nations' language-related resources. The online database currently houses 3724 item records representing 134 Aboriginal and Torres Strait Islander languages and over 2415 contributors from 81 communities.

#### **Library Services**

The Library and Information Services (LIS) with libraries at Batchelor and Alice Springs provided innovative and accessible services to staff, students, community members and external researchers and stakeholders.

The Library continued its relationship and collaboration with the Community Learning Centres in remote areas of the NT, and is working with them to provide relevant and engaging resources. The Library continued to collaborate with other libraries to support students who study and research remotely.

## 5. Indigenous Workforce Strategy accessible by public

The Institute continued in 2018 to apply a 'Special Measures' strategy in the recruitment and selection of staff, or more correctly "the priority consideration of Aboriginal and Torres Strait Islander applicants". This strategy has been running for almost three years now and has provided an edge to our targeted recruitment. Special Measures have allowed us to explore different ways to attract Aboriginal candidates and we now have an increasing number of senior staff positions being filled by Aboriginal and Torres Strait Islanders. We are now standing at approximately 36% with a goal of 50%.

Special Measures were adopted to improve our selection processes and ensure that Aboriginal and Torres Strait Islander applicants are given a level playing field when it comes to recruitment and selection. The introduction of Special Measures enabled the Institute to focus our search for talent and apply the existing affirmative action provision of our employment pathways. This does not detract from the process, rather it adds strength to our unique status and position as a First Nations Higher Education and VET provider.

With the ongoing attention to Special Measures and recruitment and selection in general, some of the initiatives which have been put in place include:

1. The application process has changed whereas the applicants do not need to complete a separate response for each selection criteria. They are required now to submit a one page covering letter explaining their suitability in undertaking the position relating to the selection criteria.
2. Panel Chairs are required to meet with the HR Director to confirm the selection strategy is consistent with attracting talented Aboriginal and/or Torres Strait Islander candidates. This includes testing the essential criteria against the role profiles and expected outcomes, looking at support provided for the positions and the capacity of the directorates to ensure success.
3. In conjunction with the Office of the Executive Advisor Academic and Cultural Leadership, HR provide Aboriginal and Torres Strait Islander panel members who have the capacity to evaluate the candidate's potential for development and fit within the Institute.
4. Introduction of more community networking to find suitable applicants for roles.
5. Whilst appointments are made on a merit basis, a selection Panel must use the special measures process which requires a Panel to firstly conduct interviews from a first pool of Aboriginal and Torres Strait Island candidates who meet the position criteria. A suitable candidate from this pool will get the job. A second pool of non-Aboriginal or Torres Strait Islander applicants will not be considered until the Panel has considered that there are no suitable applicants from the first pool.

The major strategies in relation to increasing the employment of Aboriginal and Torres Strait Islander staff are not only seen in the implementation of Special Measures as described above, but also reiterated in the Recruitment and Selection Policy and Procedures. For example, four core principles that underpin the Recruitment and Selection Policy are:

1. Priority consideration for Aboriginal and Torres Strait Islander applicants will apply to all positions advertised at the Institute.
2. An Aboriginal or Torres Strait Islander applicant assessed by the relevant selection panel as meeting the selection criteria and as suitable to perform the duties at the level appropriate for the position will be recommended for appointment.

3. Workplace Diversity. The Institute aims for an inclusive and diverse workforce. All equal employment opportunity groups are encouraged to apply for vacancies, and
4. A transparent and accountable recruitment and selection process.

In addition to the above policy and procedure the Enterprise Agreement recognises two very important areas for indigenous staff:

1. The provision for financial recognition for employees who use Indigenous languages as part of their employment and able to speak the local language. and
2. The use of broad banding provisions for employees working within the “Physical” Employment streams to encourage meaningful advancement through attainment of Certificate qualifications.

While the Institute has a much higher percentage of Aboriginal and Torres Strait Islander staff than any other Higher Education Provider this has been achieved without having positions specifically identified as Aboriginal and Torres Strait Islander only. However, three positions have been ‘tagged’ and would only be allocated to an Aboriginal and/or Torres Strait Islander person. These positions are:

- Elder: Executive Advisor Academic and Cultural Leadership,
- Elder in Residence – Desert Peoples Centre Alice Springs, and
- Co-ordinator Cultural Training and Torres Strait Islander Adviser

5a Indigenous workforce data (2018 breakdown)

| Faculty                           | Level/Position                 | Permanent |              | Casual / contract |              |
|-----------------------------------|--------------------------------|-----------|--------------|-------------------|--------------|
|                                   |                                | Academic  | Non-academic | Academic          | Non-academic |
| Office of the CEO                 | CEO                            |           |              |                   | 1            |
|                                   | Physical 1                     |           |              |                   | 4            |
|                                   | Physical 2                     |           |              |                   | 5            |
|                                   | Administration Officer Level 2 |           | 1            |                   | 12           |
|                                   | Administration Officer Level 3 |           | 1            |                   | 2            |
|                                   | Administration Officer Level 4 |           | 1            |                   |              |
|                                   | Administration Officer Level 5 |           | 2            |                   |              |
|                                   | Technical 2                    |           | 1            |                   |              |
|                                   | Academic Level B               |           |              | 1                 | 1            |
|                                   | Professional Level 3           | 1         |              |                   |              |
|                                   | Executive Officer Level 1      |           | 1            |                   |              |
| Executive Contract                |                                |           | 1            |                   |              |
| Vocational Education and Training | Lecturer Level A               | 5         |              | 5                 |              |
|                                   | Lecturer Level B               |           |              | 3                 |              |
|                                   | Lecturer Level C               | 1         |              | 1                 |              |
|                                   | Administration Officer Level 3 |           | 2            |                   | 1            |
|                                   | Administration Officer Level 4 |           | 2            |                   |              |
|                                   | Administration Officer Level 5 |           | 5            |                   | 1            |
|                                   | Executive Contract             | 1         |              |                   |              |
|                                   | Dep Chief Executive Officer    |           |              |                   | 1            |
| Higher Education                  | Lecturer Level B               | 3         |              | 1                 |              |
|                                   | Lecturer Level D               | 1         |              |                   |              |
|                                   | Administration Officer Level 2 |           |              |                   | 2            |
|                                   | Administration Officer Level 4 |           |              |                   | 1            |
|                                   | Administration Officer Level 7 |           |              |                   | 1            |
| Strategic Services                | Physical 3                     |           | 4            |                   | 10           |
|                                   | Physical 4                     |           | 1            |                   |              |
|                                   | Physical 5                     |           | 1            |                   | 2            |
|                                   | Administration Officer Level 2 |           | 2            |                   | 1            |
|                                   | Administration Officer Level 3 |           | 1            |                   | 1            |
|                                   | Administration Officer Level 4 |           | 4            |                   |              |
|                                   | Administration Officer Level 5 |           | 2            |                   |              |
|                                   | Administration Officer Level 6 |           | 1            |                   |              |
|                                   | Administration Officer Level 7 |           | 3            |                   |              |
|                                   | Administration Officer Level 8 |           | 2            |                   | 1            |
|                                   | Executive Contract             |           |              |                   | 1            |
| ITAS                              |                                |           | 8            |                   |              |

## 6. Indigenous involvement in decision-making

The Council of the Institute is made up of ten members, the majority of whom are Aboriginal and/or Torres Strait Islanders, including the Chairperson and the CEO of the Institute. The composition of the Council is also strengthened by having both the Student and Staff members being Aboriginal and/or Torres Strait Islanders.

The Institute has an Aboriginal and Torres Strait Islander Staff Committee in place that reports to the CEO; and with direct communication protocols to the Council. The committee provides feedback and comment on educational, cultural, staffing and policy matters.

The Executive Leadership Group (ELT) consists of the six most senior executives of the Institute, of which in 2018, three have been Aboriginal and/or Torres Strait Islanders. The primary role of the ELT is to provide operational governance, policy and financial oversight for the Institute. Specifically the role of the ELT included:

- Advice to the Chief Executive Officer or Council on any matter as requested;
- Approval of Institute operational and administrative policies;
- Oversight and strategic financial management;
- Management of the non-academic operations of the Institute;
- Establishing, monitoring and maintaining delegations;
- Implementation and monitoring of the Strategic Plan;
- Implementation and monitoring of the Business Plan;
- Management of major change;
- Operational matters in regards to ASQA and TEQSA standards and registration (in coordination with the Academic Board);
- Implementation of risk management plans (in coordination with the Finance Audit and Risk Management Committee); and
- Establish principles and practices through which the Institute will manage the sustainability, development and performance of its workforce; including the negotiation and operation of the Union Enterprise Agreement.

The Academic Board, being the major committee overseeing the academic standards and operation of the Institute has a significant proportion of Aboriginal and/or Torres Strait Islander members. These currently include:

- The Chief Executive Officer,
- Up to three Representatives appointed from the Aboriginal and Torres Strait Islander full time Academic Staff, at least one from the Top End and one from the Central Region,
- At least one or more up to a maximum of 3 Student Representatives appointed by the Student Body,
- The Director of the Graduate School, and
- Elder/Executive Advisor: Academic and Cultural Leadership.

The participation and influence of Aboriginal and/or Torres Strait Islander people in the academic standards and operation of the Institute can be seen when the role of the Academic Board is considered. The role of the Academic Board as outlined in their Rules includes:

- Making recommendations and reporting to the Council or the Chief Executive Officer on strategic academic direction, policy, process, implementation, course design and delivery, assessment, course regulations and academic quality assurance.

- Approving academic policies and where appropriate subordinate policy documents.
  - Making recommendations on academic objectives and goals of the Institute.
  - Reviewing and making recommendations on the Institute's teaching and learning, and research strategic directions and plans. and
  - Recommending to the Council academic proposals for the introduction of new academic programs and ensuring that existing academic programs of study are reviewed regularly.
- When the roles of the Council, Executive Leadership Team and the Academic Board are considered and their high Aboriginal and/or Torres Strait Islander representation it is clear that the participation of Aboriginal and Torres Strait Islander people in both the educational and operational decision-making of the Institute is extremely high.

#### **6a. Statement by the Indigenous Governance Mechanism**

The Batchelor Institute of Indigenous Tertiary Education is the only Table A Aboriginal and Torres Strait Islander Higher Education Provider in Australia. The Institute has a 45-year long and proud history of providing education and training to the most disadvantaged section of the Australian population in an often extremely challenging environment, not experienced by other Universities or Higher Education Providers in Australia.

The foregoing comments and statements in this performance report indicate the success of the Institute in an environment where our students have faced often extreme disadvantage in access to education, training, opportunities and support. The Institute has been able to achieve higher completion rates in both higher education and VET for a group of people that are recognised as one of the most disadvantaged sections of Australian society.

After undertaking a number of reviews during 2017, the Institute during 2018 restructured its organisational arrangements to provide a more efficient and streamlined support for our students, staff and educational and research programs. This has ensured the Institute continues to achieve high levels of educational and training outcomes for Aboriginals and Torres Strait Islanders.

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Financial Acquittal

Organisation

BATCHELOR INSTITUTE OF INDIGENOUS TERTIARY EDUCATION

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2018 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

### 1. Income (excluding GST)

| Item   | Actual ISSP (\$) | Estimate other funds (\$) | TOTAL (\$)       |
|--|------------------|---------------------------|------------------|
| ISSP Grant 2018  | 234,434          | -                         | 234,434          |
| Rollover of funds from previous year<br>Email approval date: 17 May 2018 | 47,506           | -                         | 47,506           |
| Sale of assets   | -                | -                         | -                |
| Research Training Program (RTP)  | -                | 170,610                   | 170,610          |
| Research Support Program (RSP)   | -                | 215,724                   | 215,724          |
| <b>A. Total Income 2018</b>  | <b>\$281,940</b> | <b>\$386,334</b>          | <b>\$668,274</b> |

### 2. Expenditure (excluding GST)

| Item   | Actual ISSP (\$) | Estimate other funds (\$) | TOTAL (\$)       |
|--|------------------|---------------------------|------------------|
| Salaries   | 220,944*         | -                         | 220,944          |
| Travel – domestic                                      | 16,471           | -                         | 16,471           |
| ISSP Asset purchases                                   | -                | -                         | -                |
| Conference fees and related costs                      | 555              | -                         | 555              |
| Rollover of funds for approved activity ^              | -                | -                         | -                |
| Consultants fees                                       | 23,537*          | -                         | 23,537           |
| Salaries and other cost (RTP)                          | -                | 59,609                    | 59,609           |
| Travel – domestic (RTP)                                | -                | 9,275                     | 9,275            |
| Consultants fees (RTP)                                 | -                | 22,244                    | 22,244           |
| Scholarship (RTP)                                      | -                | 102,079                   | 102,079          |
| Administration and other (RTP)                         | -                | 10,017                    | 10,017           |
| Salaries and other cost (RSP)                          | -                | 34,970                    | 34,970           |
| Travel – domestic (RSP)                                | -                | 3,192                     | 3,192            |
| Conference fees (RSP)                                  | -                | 3,325                     | 3,325            |
| <b>B. Total Expenditure 2018</b>                       | <b>\$261,507</b> | <b>\$244,711</b>          | <b>\$506,218</b> |
| <b>C. Unexpended funds PM&amp;C agreed to rollover</b> | <b>20,433</b>    |                           |                  |
| <b>D. Unexpended Funds to be returned to PM&amp;C</b>  | <b>-</b>         |                           |                  |
| <b>E. TOTAL ISSP Funding use (B+C+D)</b>               | <b>\$281,940</b> |                           |                  |

Note: A-E must equal zero

^ Batchelor Institute received delegate approval on 17 May 2018 to rollover \$47,506 of unexpended 2017 ISSP funds for the purposes of the "establishment of the Higher Degrees by Research Candidate Scholarship framework". This work was completed across 2018 with support of external consultants (reported in 'Consultant fees' above) and through internal staff implementation (reported in 'Salaries' above). The Framework has been implemented in 2019.  
 \* This includes \$47,506 expenditure, which is rollover from the last year.

**3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2018**

- If GST is not paid to you, **do not complete the table in this section 3.**
- If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.

|  |   |   |
|--|---|---|
| 1. If applicable, GST received by you in 2018 as part of the Indigenous Student Success Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs). |   | \$0.00                                    |
| 2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)  |   | \$0.00                                    |
| Amount remitted: \$<br>Date remitted: / /  | Amount remitted: \$<br>Date remitted: / / | Amount remitted: \$<br>Date remitted: / / |

**4. ISSP Assets summary (only a requirement for assets over \$5000- see clause 16 of guidelines)**

| Asset Description/ category | Adjustable Value | ISSP contribution |
|-----------------------------|------------------|-------------------|
| -                           | -                | -                 |
|                             |                  |                   |
|                             |                  |                   |
|                             |                  |                   |
|                             |                  |                   |

**4a ISSP Asset - acquisitions and disposals summary**

| Asset Description/ category | Acquisitions Purchase Value | Disposals/ Sale Price | Disposals Average Age |
|-----------------------------|-----------------------------|-----------------------|-----------------------|
| -                           | -                           | -                     | -                     |
|                             |                             |                       |                       |
|                             |                             |                       |                       |
|                             |                             |                       |                       |
|                             |                             |                       |                       |

5. Financial Acquittal supported and initialled by:

Ms Essie Nyemba

(Print name of relevant officer)

Chief Financial Officer

(Print position title)



3/06/2019

(Signature and date)

Telephone contact: 08 8939 7176 E-mail: [essie.nyemba@batchelor.edu.au](mailto:essie.nyemba@batchelor.edu.au)

Note:

- If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function.
- If the organisation is **not normally subject to audit by an Auditor-General**, then the organisation's auditor should sign this authorisation.

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 CERTIFICATION

Complete this certification after reading the completed 2018 Performance Report and 2018 Financial Acquittal for the Indigenous Student Success Programme.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2018 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of programme funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2018 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2017 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

I understand that:

- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (iii) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

### Certification recommended by university's Indigenous Governance:

Name:   
Title:

Signed:  Date:

### Certification made by Vice-Chancellor or equivalent delegate:

Name:   
Title:

Signed:  Date: