

Indigenous Student Success Program

2019 Performance Report

Organisation	Batchelor Institute of Indigenous Tertiary Education		
Contact Person	Professor Kerry Hudson		
Phone	08 8946 7254	E-mail	Kerry.hudson@batchelor.edu.au

1. Enrolments (Access)

Table 1 Scholarships - breakdown of 2019 payments^{1 2 3}

	Education Costs		Accommodation		Reward		Total ^{4 5}	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ⁶	-	-	-	-	-	-	-	-
Undergraduate ⁷	-	-	-	-	-	-	-	-
Post-graduate ⁸	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-

As stated in our 2018 ISSP Performance Report, Batchelor Institute has never had a formal ISSP scholarship program for Higher Degree by Research (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. While Individual costs for candidates are incurred, they are not recognised at the individual scholarship level. The Institute uses ISSP funds to provide support and assistance to HDR candidates that are consistent with the intent and scope of the scholarship framework, but these activities have not been categorised or recorded explicitly as scholarships.

The 2018 project to establish an ISSP HDR scholarship framework and supporting policy, guidelines, processes and forms, meant that from 2019 onward, Batchelor would be able to report on ISSP scholarship funding allocated against the following:

- Travel scholarships for candidates to attend masterclasses, course intensive blocks and to travel to meet supervisors, tutors or other support personnel
- 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.
- Travel scholarships for conference attendance.

High Institute staff turnover experienced during 2019, together with key operational and personnel changes within the HDR Division of the Institute led to disruption in the process and application of the newly formed ISSP Scholarship forms. Although readily accessible on sites such as the Institute's website, the scholarship application forms were largely unused.

With further expert consideration and advice from a range of employees, students and consultants regarding future ISSP funds management, the Institute will also offer further 20(a) *Indigenous Commonwealth Education Costs Scholarships* (such as editing costs, expertise consultation/supervision etc) and 20 (b) *Indigenous Commonwealth Reward Scholarships*, (one off payments) and will alter and promote current application forms for implementation in 2020.

In 2018, the Masters and PhD in Indigenous Perspectives were reviewed as part of a 5-year re-accreditation cycle. The review was led by a panel of leading Indigenous Australian academics and research leaders, providing an opportunity to examine student progress, outcomes and success and to refine the model of research training and candidate support. A revised Masters and PhD program was accredited by the Batchelor Institute Academic Board and then approved by the Institute Council in late 2018. This new award will further strengthen the research capability of Masters and PhD candidates through the inclusion of four research training units undertaken across the first year of candidate enrolment.

The 2018 Review and its recommendations have been implemented in 2019 for a 2020 program start date. In line with National Standards the review committee recommended the development of a Research Training Package that provides structural training to new candidates to manage the transition in to the HDR space, targeting graduates from a coursework-based Master's program and requiring intense research training.

A National benchmarking exercise was done on RTP at other Australian universities. On the advice from Academic Elder, Dr Sue Stanton, a unique Batchelor unit of study was also included. This unit would eventually become RTU541-Grounded Practice in Local Land Knowledge. A further Australia-wide benchmarking search performed by the Graduate School revealed that there was no other comparable unit of study being taught in either undergraduate or post graduate programs.

The four units will benefit Indigenous students by formally connecting them with a body of literature and assessment work that positions our candidates to progress within their research projects in the broader social, cultural and historical context of First nations research. The new online units are:

- RTU541 - Grounded Practice in Local Land Knowledge
- RTU542 - Research Strategy
- RTU543 - First Nations Theory and Methodologies
- RTU544 - Research Ethics

All four units are currently non award and are non-fee paying and ineligible for external funding, i.e. - HECS or EFTSL.

With two of the units, RTU542 and RTU544, all assessments are the usual HDR student milestones, such as getting confirmation and ethics. The other two units, RTU541 and RTU543, aim to position the First Nations researcher in both the contexts of local knowledge systems and a broader global First Nations research context.

Ahead of these exciting developments, in 2019 the Graduate School focussed on supporting its largest cohort of doctoral graduates in the Indigenous Perspectives program, as well as consolidating and tightening HDR governance and processes in order to facilitate the intake of an increased group of high-quality candidates in 2020 for the new HDR program.

This included improving candidate administration processes and preparing programs and new training units for delivery. These developments and the various strategies to achieve them were funded by a mix of sources, including either full or part funding from ISSP.

Due to these reasons candidate enrolments in 2019 were static.

		2018		2019		
		Candidate #	Candidate %	Candidate #	Candidate %	Candidate Change
Gender	Female	12	75%	8	62%	-33%
	Male	4	25%	5	38%	25%
	Total	16	100%	13	100%	-19%
Indigenous	Indigenous	14	88%	11	85%	21%
	Non-Indigenous	2	13%	2	15%	0%
	Total	16	100%	13	100%	19%
Program	Doctorate by Research	13	81%	11	85%	-15%
	Masters by Research	3	19%	2	15%	-33%
	Total	16	100%	13	100%	-19%

2. Progression (access and outcomes)

Batchelor Institute sits uniquely in the Australian educational landscape as the only Aboriginal and Torres Strait Islander dual sector tertiary education provider. The Institute is constituted under the *Batchelor Institute of Indigenous Tertiary Education Act (1999)*, for the specific purpose of being ‘an educational institution for the tertiary education of Indigenous people of Australia’.

As such, the Institute’s core business focus is providing the delivery educational, training and research programs for 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.

The Institute is also unique in the University/HEP/Table A provider landscape in that we are a self-accredited HEP at the AQF Levels 8, 9 and 10 only. Our engagement with undergraduate and postgraduate coursework is via a partnership with CDU whereby Batchelor contract teaches Indigenous students enrolled at CDU. CDU receives an ISSP allocation in relation to those students. Therefore, Batchelor ISSP funding is allocated on the basis of its HDR program.

Despite the removal of the Institute’s authority to self-accredit programs at the undergraduate and sub bachelor level in 2010, higher education staff continue to participate in CDU curriculum review and reaccreditation processes via CDU colleges. Batchelor staff teach units into courses such as the Bachelor of Nursing, Bachelor of Education, Bachelor of Indigenous Languages and Linguistics, Bachelor of Applied Social Sciences, Indigenous Knowledges and Creative Writing.

The Graduate School and the Research Division are small in comparison with mainstream universities and institutions. This allows the Institute to provide a more intimate, personal and hands on candidate experience. Conversely, it means operating with less resources - both human and physical. This is felt most acutely in the provision of qualified internal supervisors. In order to address this issue, a Supervisor Registry has been created together with detailed process and procedures for the allocation of Supervisors to Candidates.

The Institute also trailed the payment of external supervisors. Payment is made bi-annually at the receipt of the 6 monthly Candidate Progress report allowing the Research Committee to monitor both the effectiveness of supervision and progression. The creation of the Registry, an application form, a letter of offer (contract) a schedule A/B of Institute expectations and a 20-hour online Supervisor training program are all aimed at enhancing the student experience at Batchelor and individual candidate’s success within the program. This strategy was funded partly by ISSP funds.

The Institute's ISSP allocation is dedicated to the support of First Nations HDR candidates enrolled at Batchelor across four existing Masters and PhD programs, currently being grandfathered out:

- MIK – Master of Indigenous Knowledges
- PhD Indigenous Knowledges
- MIP – Master of Indigenous Perspective
- PhD – Doctorate of Indigenous Perspective

And in the development and accreditation of the new (2020 – 2025):

- MPhil – Master of Philosophy
- PhD - Doctor of Philosophy programs.

The Institute offers a distinct and culturally secure environment to support our HDR candidates. Our supervisory support approach and the peer networks developed for our HDR candidates currently meet the requirements of the Higher Education Standards Framework. That said, the Institute recognises the vital role provider support services have on the overall candidate experience and accordingly, applies a whole of Institute approach to meeting student needs.

Our candidate profile is made up of predominantly professionally qualified students undertaking their research training award part time while in full time employment or 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 businesses. A number of our doctoral candidates have gone on to work for the Institute, as associate academics, internal researchers or in management.

In 2019, the Institute's Research Office and Graduate School began to improve current HDR reporting capabilities by expanding and improving data and performance indicators, and are currently considering various IT research and knowledge management programmes capable of data analytics and data visualisation reporting.

Due to the Institute's ability to offer a tailored "case management" approach, candidates are carefully managed and supported at all stages of candidature. Withdrawn students are usually offered Leave of Absence if appropriate. Overall, students are supported throughout the withdrawal process and encouraged to return to their studies when feasible. The Institute maintains a flexible and accommodating approach, with examples to be found of candidates withdrawing from an HDR programme due to personal circumstances and being reaccepted by the Institute to recommence or complete their studies at a later date.

The high levels of cultural and student support, promoted and offered by the Institute are evidenced by the 2019 Risk Provider Assessment conducted by TEQSA in which the Institute's risk rating was ranked as "Low" in all available student related indicators, which was juxtaposed against the Institute's current provider and candidate's profiles included in the high potential risk groups by TEQSA.

The Institute has recruited a new HR Director, responsible for further development of existing cultural competency programmes for staff and students, with guidance from senior Institute Aboriginal and Torres Strait Islander staff.

Table 2a Tutorial assistance provided in 2019

Level of study	Number of students assisted	Total hours of assistance ⁹	Expenditure ¹⁰ (\$)
Enabling	-	-	
Undergraduate	-	-	
Post graduate	13	715?	
Other	-	-	-
Total	13	715	-

Table 2b Indigenous Support Activities provided in 2019¹¹

Activity ^{12 13}	Number of student participants	Expenditure (\$)
HDR Librarian Support	13	\$115,962
Graduate School Support	13	\$53,467
HDR Division Administrative Support	13	\$39,924
Various HDR Consultancy/Specialist Supervision Services	13	\$34,448
Master Class & Travel	7	\$11,469
Research Office Support	13	\$6,709

3. Completions (outcomes)

Higher Education Provider	Year	Doctorate by Research	Masters by Research	Total HDR Completions
Batchelor Institute of Indigenous Tertiary Education	2019	3	0	3
Batchelor Institute of Indigenous Tertiary Education	2018	0	1	1
Batchelor Institute of Indigenous Tertiary Education	2017	1	0	1
Batchelor Institute of Indigenous Tertiary Education	2014	2	0	2

As previously mentioned, the Institute achieved three PhD completions in 2019, with dissertation thematics including phenomenology and meaning, how Aboriginal languages are accommodated within an Indigenous tertiary educational context and understanding how the role of learning and teaching around Aboriginal and Torres Strait Islander Australia is experienced in and around Australian primary school classrooms. The Institute was enormously proud to confer the PhDs of three of our First Nations students. Having three Doctor of Philosophy candidates graduate this year demonstrates the Institute's critical role in developing/producing First Nations academic scholars.

ISSP funds have also been used in 2019 to aid completion strategies for our candidates. Some recent examples of supplementary support initiatives delivered on behalf of our HDR candidates include:

- 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 partly funded by ISSP.
- Travelled and accommodated candidates to increase candidate attendance and participation in the HDR masterclass programs; This strategy was directly funded by ISSP.
- Extended Batchelor Institute library support to long-distance HDR candidates through provision of a dedicated HDR librarian; This strategy was partly funded by ISSP.
- 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; This strategy was partly funded by ISSP.
- Provided contracted editing services for candidates as they finalize their theses for examination; This strategy was partly funded by ISSP.
- Funded attendance and participation by candidates to conferences of relevance to their HDR research topics and early career researcher development; This strategy was partly funded by ISSP.

Graduates have also been supported to successfully transition between our PhD and Masters programmes offered by the Institute, with a recent Masters graduate from 2018 now enrolled onto our PhD programme. The Institute will continue to explore and develop a variety of pathways to Higher Education for our students and will consider further interlinked courses, qualifications, appropriate exit paths and career guidance where appropriate.

With a growing HDR alumni, we will seek to similarly grow our monitoring, networking and reporting capabilities, and maintain an active knowledge base regarding the outcomes, pathways and associated academic destinations of our graduates. This will both help improve outcomes for our graduates by cultivating opportunities to further link and disseminate knowledges, while further expanding the Institute's research profile, network and ambitions.

4. Regional and remote students

The core business of the Institute is the education and training of Indigenous students and related Indigenous research. Due to this, our typical HDR cohort typically contains a high percentage of regional and remote students, and so strategies to support and continue to attract these candidates will always be central to the HDR programs offered by the Institute and its overall research strategy.

The Institute Library continued its relationship and collaboration with 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. The library provides general support for HDR candidates but also aims to provide specific and individual support through identifying their precise needs.

Higher Education staff are also 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 cultures in both CDU and Batchelor courses.

The Graduate School continues its focus on supporting priority areas of Indigenous research and providing candidates with a clear direction for knowledge-transfer back to regional and remote communities.

Cultural Awareness and Both-Ways (outlined below) training is provided to both staff and students through orientation processes and continues to create a culturally inclusive environment through culturally appropriate support services aimed at providing quality student experience. Both-Ways philosophy is applied in all HDR Masterclass and on-campus workshops and promoted throughout Institute literature.

Both-Ways

Batchelor’s ‘Both-Ways’ philosophy defines the way in which the Institute works and teaches. It is demonstrably a First Nations, community 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 designed for both Aboriginal and Torres Strait Islanders and other peoples such that learning and achievement are synonymous.

Both-ways is a complex system that acknowledges both First Nations’ epistemologies and the structures of mainstream education and research. It is our belief this system plays a unique and pivotal role in attracting and improving access for potential Aboriginal and Torres Strait Islander students and their communities.

Researchers ascribing to the principles of the Both-ways system employ an approach to knowledge gathering, analysing and sharing that places the Community and Peoples as the central source of knowledge and the primary source for dissemination. This challenges colonial views of data gathering and disconnected dissemination to an academic audience. This approach also acknowledges the diversity of views and ideas from a range of Communities and cohorts within Communities and a responsibility to share information with the Communities and Peoples from which the knowledge is sought.

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.

Table 4 Scholarship data for remote and regional students^{14 15}

	Education Costs		Accommodation		Reward		Total ¹⁶	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	-	-	-	-	-	-	-	-
B. 2019 Offers ¹⁷	-	-	-	-	-	-	-	-
C. Percentage ¹⁸ (C=B/A*100)							-	-
2019 Payments	-	-	-	-	-	-	-	-

5. Working with Vulnerable People Requirement¹⁹

	Yes/No
Has the provider completed a risk assessment?	Yes
Have staff involved in ISSP activity received training?	Yes
Does the provider have a compliance process in place?	Yes*

* All Institute Staff are required to hold a valid ‘Ochre Card’ (NT Working with Children Card)

6. Eligibility requirements

6.1. Indigenous Education Strategy

Along with the Institute's overall Strategic Plan (2015-2020), the work of the HDR Division across 2019 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 and research training 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.

<https://www.batchelor.edu.au/biite/wp-content/uploads/2015-BIITE-Strategic-Plan-v4.1-WEB.pdf>

<https://www.batchelor.edu.au/biite/wp-content/uploads/TL-plan-2017-2021-v3-web.pdf>

<https://www.batchelor.edu.au/biite/wp-content/uploads/2016-BIITE-Research-Plan-v4.2-WEB.pdf>

In 2019, Batchelor Institute continued to work innovatively and collaboratively in progressing and adapting to meet many of its outlined goals and objectives while continuing to provide a vital, unique and culturally appropriate service to Australian Aboriginal and Torres Strait Islander peoples. We are extremely proud to have doubled our overall PhD alumni to 6, with three Indigenous PhD candidates graduating from our HDR program this year.

The Institute has overcome recent periods of critical instability and uncertainty, and worked hard on resolving associated outstanding legacy issues. We are exploring exciting new directions and opportunities, while developing and adopting best practice checks and balances inherent in any good organisational risk management framework. As current strategic documents near the end of their duration, it is anticipated new strategic directions, governance processes and responsibilities will be steadily inbuilt into future strategic planning documents, in line with the Institute's expanding aspirations.

As well as notable success in PhD completions in 2019, a summary of 2019 developments and achievements arising from the strategies outlined in the Institute's Strategic, Research and Teaching and Learning plans, as presented in last year's report are updated and expanded below:

Awards of Honorary Doctorate of the Institute

This year saw, for the first time ever, saw Batchelor Institute's Council conferring the first awards of Honorary Doctorate of the Institute. These awards are a critical way in which the Institute can recognise the important contributions that our awardees have made in a range of fields that underpin improvements in Aboriginal and Torres Strait Islander, Australian and international society over many decades. In 2019 we conferred the awards to Dr Rosalie Kunoth-Monks OAM, and the late Dr Barbara Cummings. Both had fought tirelessly for justice and the rights of First Nation's people, and each has made a profound contribution to the nation's history and the broader Australian community.

NT Training Award

The Institute won the Industry Collaboration Award with our partner NT Correctional Services (NTCS).

National University Teaching Award

In February 2019, the Institute's Preparation for Tertiary Success Program (PTS) was awarded a Citation for Outstanding Contribution to Student Learning as part of the Australian Awards for University Teaching 2018. In receiving this Citation, the PTS team has been recognised as being among Australia's most exceptional university teachers.

Elder Academic

Dr Sue Stanton is the Institute's Academic Elder and a Fulbright Scholar, historian and researcher with a special interest in First Nations History and Education. She is also a Traditional Owner, Custodian and Elder of Kungarakan, Batchelor region.

In 2019 Dr Stanton pursued and promoted a number of research opportunities with other universities and organisations, as part of broadening the Institute's profile and expanding participation at local, national and international levels.

Dr Stanton represents the Institute at a number of inter-cultural/community engagements such as Australian Research Council (ARC) College of Experts, CI for the National Indigenous Research and Knowledges Network (NIRAKN), Native American and Indigenous Studies Association (NAISA), National Aboriginal & Torres Strait Islander Higher Education Consortium (NATSIHEC), The Northern Territory Heritage Council and the National Indigenous Cultural Advisory Body to the Australian Heritage Council: Heritage Chairs and Officials of Australia and New Zealand (HCOANZ).

Notable 2019 engagements included a presentation at the NAISA Conference at the University of Waikato, Hamilton, Aotearoa/New Zealand and speaking on behalf of Gurindji descendants at the 19th Vincent Lingiari Memorial Lecture held at CDU, and delivered by Hon Ken Wyatt AM, Minister for Indigenous Australians.

Batchelor Institute Press

2019 was the United Nation's International Year of Indigenous Languages and it marked another busy and productive twelve months of projects and partnerships for Batchelor Institute Press.

The Press's activities continued to centre on the documentation and dissemination of First Nations' languages and knowledges through collaborative work with Aboriginal and Torres Strait Island authors, illustrators, designers and cultural advisors. Throughout the year several multi-year projects were progressed including work on developing a range of language resources with communities in the Kimberley region, Wadeye, Maningrida, and Central Australia. The intergenerational language teams at Mowanjum recorded, transcribed, translated and illustrated a series of creation stories due for release at the Mowanjum Festival in 2020.

The Press also launched a range of language learning and related resources representing several language groups across the Northern Territory and Western Australia. These are largely groups the Press has sustained a working relationship over decades.

Centre for Australian Languages and Linguistics (CALL)

2019 was another productive year for CALL. It saw the continuation and realisation of a number of goals in its pivotal work supporting language revival and maintenance. Following a number of years in development, Eastern and Central Arrernte resources became available online in 2019. They include a dictionary and are part of a larger project of materials and resources that will continue to be made available.

Other achievements and developments throughout 2019 included provision of on-the-ground support to the Indigenous team working on an ANU Child Language Acquisition project, Participation in the National project '50words.online' through collaborations with Melbourne University and support for the Centralian Senior College Arrernte Tracks Program.

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 throughout 2019. LIS provides an academic library environment with physical and online services and programs for borrowing, learning, sharing, collaborating, information and digital literacy and research skills development

The library's excellent collection includes hard copy as well as online resources and academic databases. It holds unique and rare items specifically related to First Nations languages, history, social issues and politics. Interlibrary loans continued to be available for staff and students, and the library worked in the areas of copyright, grant applications and maintaining the research repository. In 2019 the library had over 5500 client visits, just over 5000 items were circulated, and more than 4500 searches were conducted using the databases.

Research Office

The Research Office provided strategic leadership, evaluation, reporting and support for all research activities at Batchelor Institute across 2019. The Office coordinated the development and review of policy and procedures relating to research, supported the development of research grant applications

and provided oversight on grant management and reporting. It also provided secretariat and administration assistance to various committees, the Graduate School and Institute Adjunct program.

Batchelor Participation in national ANZSRC

ANZSRC and the Australian Bureau of Statistics held a number of work-shops and consultations throughout 2019 regarding the introduction of a new Division FoR Code, specifically to capture Indigenous research. The proposed new divisional code would be code '23-Indigenous.' Senior Institute staff and researchers have represented the Institute throughout the ANZSRC consultation process and two official Institute responses were submitted. The proposed introduction of new coding promises to have significant impact on the resourcing, funding and recognition of First Nations research and increases opportunity for meaningful and equal collaboration.

6.2. Indigenous Workforce Strategy

Indigenous Workforce Strategy accessible by public

The Institute has in place a commitment to improving recruitment, retention and career development opportunities for Aboriginal and Torres Strait Islander people.

To support this commitment, the Institute implemented a special measures plan to enable preference in recruitment to be given to Aboriginal and Torres Strait Islander applicants for advertised vacancies across the Institute. An Aboriginal or Torres Strait Islander applicant will be offered an advertised position if they are assessed by the relevant selection panel as meeting the selection criteria and suitable to perform the duties at the level appropriate for the position. This strategy has been running for nearly five years now and provides an edge to our targeted recruitment.

In 2019, thirty per cent of our staff were Aboriginal and/or Torres Strait Islander. This is ten times the recommended 3 per cent Indigenous workforce key performance indicator set in section 12(a)(i) of the ISSP 2017 Guidelines. When only considering senior staff positions, this figure rises to thirty-three per cent. The Institute is committed to increasing Aboriginal/Torres Strait Islander leadership, and has set an internal goal for senior staff positions of fifty per cent.

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. 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. Introduction of more community networking to find suitable applicants for roles.
4. 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
4. A transparent and accountable recruitment and selection process.

In addition to the listed policies and procedures the *BACHELOR INSTITUTE OF INDIGENOUS TERTIARY EDUCATION UNION ENTERPRISE AGREEMENT 2018-2020* recognises two very important areas for attracting and promoting Indigenous staff and knowledge:

78.11. Language Allowance provisions.

In recognition of the increased effectiveness and productivity of employees proficient in Indigenous Languages, an employee (Indigenous or non-Indigenous) who is required to use Indigenous Language in the course of their employment will qualify for an allowance under the following provisions:

Where a role identifies the need for language skills and the Director confirms the need the employee will qualify for an allowance of \$1,386 per annum paid fortnightly. This will be dependent upon the employee having sufficient knowledge of the language for the purpose of simple communication and there is confirmation of these language skills being used in general communications.

44. Broad banding

It is recognised that staff and the Institute may benefit from arrangements which enable positions to grow beyond one classification level. Broad banding provides a framework for linking staff competencies and their longer-term personal and professional growth with the Institute's operational and strategic direction. The Institute will ensure that all employees have access to sufficient training or workplace assessment to enable employees to access the training-based levels (except where the employee is at level 4.3 where training and workplace assessment will be provided but no access to level advancement exists).

Table 6.2 Indigenous workforce data (2019 breakdown)^{20 21 22 23}

Level/position	Permanent		Casual and contract	
	Academic	Non-academic	Academic	Non-academic
Academic B	9		4	
Academic C	1		1	
Academic D	1			
Admin Officer 2		3		16
Admin Officer 3		6		6
Admin Officer 4		5		1
Admin Officer 5		10		2
Admin Officer 6		1		
Admin Officer 7		2		1
Admin Officer 8		1		1
ATAS Tutors			2	
Chief Executive Officer				1
Executive Officer				1
Executive Contract				2
Professional 3		1		
Physical 2				1
Physical 3		2		13
Physical 4		1		
Technical 2 BI		1		
Technical 3 BI		1		
TOTAL	11	34	7	45

6.3. Indigenous Governance Mechanism

6. Indigenous involvement in decision-making

The Batchelor Institute Council is the governing body of the Institute and has the following primary functions:

- Approve the mission and strategic direction of the Institute
- Oversee and monitor the academic activities of the Institute
- Establish policy and procedure principles consistent with legal requirements and community expectations
- Oversee the management of the Institute, including by;
 - Review management practices and performance,
 - Review and monitor performance of the Chief Executive Officer,
 - Approve the budget and business plan, and
 - Approve significant commercial activities and assess risk
- Monitor systems of accountability implemented by the Institute
- Oversee and monitor the assessment and management of risk across the Institute

- Establish a system for dealing with grievances of students and staff and publish details of the system and procedures to be followed
- Regularly review delegations

The Council currently has 9 members with four new appointments being made in 2019, including the new Council Chair. The Council met four times in 2019.

2019 Council Membership:

- Ms Patricia Anderson (AO) – Chair
- Mr Russell Taylor (AM) – Deputy Chair
- Professor Steve Larkin - Chief Executive Officer
- Louis Kantilla – Elected Student Representative
- Liam Fraser – Elected Staff representative
- Professor Boni Robertson
- Vicki Bayliss
- Ms Lauren Ganley
- Mr Michael (Mick) Gooda

The Executive Leadership Group (ELT) of the Institute consists of the five most senior executives of the Institute, of which in 2019, three (60%) were Aboriginal and/or Torres Strait Islanders.

ELT Membership:

- Chief Executive Officer (Professor Steve Larkin)
- Deputy CEO -VET (Wendy Ludwig)
- Deputy CEO – HEDR (Dr Peter Stephenson)
- Academic Elder (Dr Sue Stanton)
- Chief Operating Officer (Leah Atkinson)

The primary role of the ELT is to provide operational governance, policy and financial oversight for the Institute.

Specifically, the role of the ELT includes:

- 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)
- 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, as does its sub committees, the Research Committee and Teaching and Learning Committee. These currently include but are not limited to:

- The Chief Executive Officer (Professor Steve Larkin)
- The Deputy CEO -VET (Wendy Ludwig)
- Academic Elder (Dr Sue Stanton)
- The Director of the Graduate School, (Dr Kathryn Gilbey)
- Representatives appointed from the Aboriginal and Torres Strait Islander full time Academic Staff, (Evelyn Schaber)
- Student Representatives appointed by the Student Body (Louis Kantilla)

The role of the Academic Board 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
- Recommending to the Council academic proposals for the introduction of new academic programs and ensuring that existing academic programs of study are reviewed regularly

The Academic Board met five times in 2019. Meetings follow a set agenda that covers a wide variety of academic topics, processes and operations, inclusive of standing and arising agenda items.

The scope of the Research Committee is to advise the Academic Board on research policies, strategies, initiatives and innovation that promote and support the research and research training directions of the Institute. The Committee oversees the research activity of the Institute in line with the Institute's Research Plan and the Institute Strategic Plan. This includes provisions for the development of research policy and strategies, management of internal ethics processes, the promotion of research initiatives and programs, the monitoring and reporting on research output, and oversight of the performance and processes supporting higher degree by research candidates. The Committee Terms of Reference are currently under review.

The scope of the Teaching and Learning committee is to provide strategic advice on quality and continuing improvement in all matters relating to Higher Education teaching and learning and VET training and assessment. The Committee advises Academic Board on academic policy and procedural issues relating to training, assessment, teaching and learning and ensures consistency with the strategic direction of Batchelor Institute. The committee also recommends to Academic Board new Higher Education and VET courses and qualifications.

When Aboriginal and/or Torres Strait Islander representation within the roles of the CEO, Council, Executive Leadership Team and the Academic Board and its sub-committees are considered, it is clear the participation and agency of Aboriginal and Torres Strait Islander people in all aspects of decision-making at the Institute is fundamental.

6.3.1. 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 and a restructure during 2018, the Institute moved towards a more efficient and streamlined support for our students, staff and educational and research programs during 2019. We are committed to a culture of continuous improvement in all our support activities. This has ensured the Institute continues to achieve high levels of educational and training outcomes for Aboriginal and Torres Strait Islander people.

The philosophy underpinning our governance mechanism was well articulated by the Chair of the Institute Council, Ms Pat Anderson AO, in the 2019 Annual Report:

“The refreshed Council, along with the Institute’s executive, are largely comprised of Aboriginal and Torres Strait Islander people, making Batchelor Institute the only First Nations-led, dual sector tertiary education facility in Australia. This uniqueness is a source of great pride and responsibility.

For more than forty years Batchelor Institute has been a cornerstone of First Nations’ self-determination; growing and strengthening our organisations, services and leadership. It is not one place, rather it is many places around the country where our thousands of graduates and students have come from, live and work.

We have taught generations of health workers, school teachers, broadcasters, artists and community workers. Our graduates now run organisations; they are cultural leaders, school principals, health professionals, CEOs, media commentators and government officials. One, a second-generation graduate, is a Northern Territory Government Minister.

But as times change, Batchelor Institute must also change. 2019 has been an important year of consolidation, confirming the Institute’s financial viability and building a reimagined organisation. Change is not always easy. It can stretch us in ways we do not always anticipate, and I acknowledge the resilience of our staff throughout the year and thank them for their continued commitment to our students and future.”

Additional information for completing the template

¹ Only payments made during 2019 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

² Record the number of students (head count) not EFTSL.

³ Include both preserved and new ISSP scholarships.

⁴ This figures in this column should be the sum of the relevant row.

⁵ The total may not be the sum of the previous columns as some students may receive several scholarships.

⁶ Include payments to all enabling students, including remote and regional students.

⁷ Include payments to all undergraduate students, including remote and regional students.

⁸ Include payments to all postgraduate students, including remote and regional students.

⁹ Record only hours of instruction received by the students (do not include staff planning or organising time).

¹⁰ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

¹¹ Add more rows if necessary.

¹² Include a brief description of the activity.

¹³ Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.

¹⁴ Only record amounts which would/did require payment during the 2019 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year.

¹⁵ Note the data in this table is a subsection of the all student scholarship data provided in Table 1.

¹⁶ This figures in this column should be the sum of the relevant row.

¹⁷ Record all verbal and written scholarship offers for the 2019 calendar year, including those offers that were not accepted by the student. Record the 2019 component of new scholarship offers and the planned 2019 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).

¹⁸ This data confirms the provider's compliance with Section 21(3) of the Guidelines.

¹⁹ This section confirms that the provider complies with Section 35A of the Guidelines.

²⁰ While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

²¹ Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.

²² The numbers recorded here should be a headcount of staff and not the full-time equivalent.

²³ There is no longer a requirement to break up these by faculty. Please group together results by level.