



Australian Government

Department of Education and Training

2017 Mission Based Compact

Between the Commonwealth of Australia and Batchelor Institute of Indigenous Tertiary Education

PURPOSE

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

MISSION

As the only Aboriginal and Torres Strait Islander* dual sector tertiary education provider, Batchelor Institute's primary focus is on working with community, government, industry and sector partners to provide high quality, culturally relevant education and research. Our vision is to be **Australia's Leader in First National Tertiary Education and Research**. Our vision informs our higher and further education teaching and learning, our innovation activity and our research and research training agenda across, throughout the period of this 2017 compact and beyond.

Batchelor Institute Both-ways philosophy defines the way in which we work and teach. Our adoption of the Both-ways philosophy and approach has led to a highly successful and nationally specialised capacity building capability. This capability along with our products and services enables the Institute to lead in Aboriginal tertiary education and research across Australia and contribute in targeted ways internationally.

To achieve this vision, the Institute is:-

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

Our work is founded on the following values:

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

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

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

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

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

Team work: Institute staff recognise change is a constant and that it is challenging and they strive to embrace it in a spirit

of collaboration to ensure positive outcomes for clients.

Respect: seeing students as the reason Batchelor Institute exists and that Aboriginal and Torres Strait Islander and non-Indigenous people work together in partnership, ensuring the best possible outcomes.

* We use the terms "Aboriginal and Torres Strait Islander" when referring to our Australian student, staff, communities and partners and "First Nations" when conceptualising our international directions and relationships. linking Australian

INNOVATION

The Institute's innovation and competitive tertiary education and research agenda will be realised through collaborative and active partnerships with Aboriginal and Torres Strait Islander and other First Nations organisations and communities, government agencies, the professions and industry, as well as with relevant tertiary and research institutions

As outlined in our Strategic Plan (2015-2020), and its subordinate plans, our strategic priorities for innovation across 2017 include, but are not limited to:

- attracting a philanthropic contribution to strategic business initiatives.
- positioning for institutional accreditation by the World Indigenous Nations Higher Education Consortium (WINHEC).
- further developing and modelling ethical research practices and innovation approaches to affirm the intellectual property of First Nations Peoples and communities.
- investing in innovative technologies to increase access to education, training and research opportunities.
- extending our Institutional reputation and capability to cater to non-Indigenous students and clients.

Our strategies to encourage research translation and commercialisation, including collaboration and engagement with industry and other end users include:

- creating formal partnerships nationally and internationally that reflect our identity, visibility and recognition as a First Nations research institution
- expanding our creative and mutually beneficial research networks, partnerships and collaborative programs
- hosting research roundtables that invite direction from industry, community groups and research networks.

Our strategies to promote open access to research publications and data include.

- maintaining an up-to-date repository of research publications
- profiling research project activity and outcomes through a mix of on-line, screen and print media
- supporting our researchers to network, publish, promote, collaborate and engage in national and international spheres.
- positioning staff to engage with select national and international committees, editorial boards and research granting authorities

TEACHING AND LEARNING

As a dual sector tertiary provider, Batchelor Institute is committed to providing high quality learning and training opportunities across a wide range of disciplines and qualifications from Certificate I to PhD. Batchelor's teaching and learning approach focuses on learning, training and research solutions that supports the aspirations of Aboriginal and Torres Strait Islander peoples to achieve their educational goals in a culturally safe and inclusive environment, informed by best practice, demand driven education, training and research solutions.

As outlined in our Teaching and Learning Plan (2017-2021) our teaching and learning strategic priorities for 2017 include, but are not limited to:

- providing culturally safe learning, teaching, training and research environment for both students and staff.
- focusing on higher education, research and training that support the aspirations of Aboriginal and Torres Strait Islander peoples and lead to employment.
- promoting and committing to increasing innovative and flexible approaches to training, teaching and learning.
- increasing access to training and higher education, and retention and success of Aboriginal and Torres Strait Islander students.
- securing Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registration in order to create postgraduate and research training partnerships internationally.

Our strategies to ensure quality in teaching and learning include, but are not limited to:-

- continuing to refine and implement a practice framework for the Both-ways philosophy
- collaborating with industry, professional organisations and communities in the design, implementation and review of high quality higher education courses and training courses.
- systematically reviewing course delivery
- adopting a whole-of Institute approach to Aboriginal and Torres Strait Islander student success.
- supporting and training teaching, research and training staff in the use of new technologies and developing innovative ways to teach
- widening access, increasing choice, building up collaboration, providing more flexibility and encouraging innovation in order to enhance the quality of the student learning experience
- maintaining quality benchmarks and threshold standards as prescribed by TEQSA and ASQA

RESEARCH AND RESEARCH TRAINING

Central to our research approach and activities is the generation of research that affirms, promotes, and is guided by the contemporary perspectives of First Nations Peoples – a process required by actively engaging the concept of Both-ways. By applying key measures of culturally-engaged research, we aim to ensure our research supports the input and agency of First Nations Peoples, Communities and communities-of-practice at a local and international level.

As outlined in our Research Plan (2016-2020) our research strategic priorities for 2017 include, but are not limited to:

- ensuring that the newly established Graduate School, the Centre for Australian Languages and Linguistics and the Centre for Collaborative First Nations Research reflect a cohesive Community-centred approach
- producing and disseminating research and scholarship related to First Nations Both-ways perspectives, research and practice
- aligning, embedding and networking our research strengths and agenda to ensure a program that supports changing community and industry needs.
- specifically promoting our four key areas of expertise: Education, Languages, Livelihoods and Creative Industries.
- resourcing and promoting our distinctive research context and capability national and internationally.
- ensuring our research activities are visible, recognised and strongly marketed
- increasing the number of First Nations' researchers on staff through strong employment, support and retention activities.

Our strategies for the provision of high quality research training across 2017 include, but are not limited to:

- providing well-resourced master classes for HDR candidates, which include tailored programs for individual candidate needs.
- maintaining a continuous quality improvement focus through visible processes and practices of HDR program monitoring and benchmarking.
- embedding industry and communities-of-practice connections across research training programs within the Graduate School.
- providing mentorship and support for enhanced candidate knowledge of national and global issues and research from, and for, local and international First Nations communities, people and industries.
- providing professional development, training and mentorship for in-coming HDR candidate supervisors.

EQUITY

As outlined in above, Batchelor Institute's mission and programs centre almost entirely on the provision of education, training and research training for its core constituency of Aboriginal and Torres Strait Islander peoples. The Institute is a specialist First Nations tertiary education institution and the Institute's equity plans are oriented entirely toward this target group, the majority of whom are within low SES circumstances. Batchelor Institute does not plan to pursue other under-represented/equity groups into its tertiary education provision.

SIGNED for and on behalf of

In the presence of:

THE COMMONWEALTH OF AUSTRALIA

by

Dom English
Full name (please print)

Group Manager
Position

of the Department of Education and Training as
delegate of the Minister for Education and
Training.

Dom English
Signature

19/12/2017
Date

Cate Hutchinson
Witness (please print)

Policy Officer
Position or profession of witness (please print)

C G Hutchinson
Signature

SIGNED for and on behalf of

In the presence of:

UNIVERSITY

ROBERT SOMERVILLE
Full name (please print)

CHIEF EXECUTIVE OFFICER
Position

[Signature]
Signature

MICHELLE DE SAILLY
Witness (please print)

EXECUTIVE OFFICER
Position or profession of witness (please print)

Michelle De Saily
Signature