ANNUAL REPORT OF THE
PARTNERSHIP AGREEMENT
BETWEEN

NORTHERN TERRITORY GOVERNMENT

AND

CHARLES DARWIN UNIVERSITY

JUNE 2004
EXECUTIVE SUMMARY

The Partnership Agreement between the Northern Territory Government and the Charles Darwin University has now been in place for 12 months. The goal of the Partnership Agreement is to nurture a dynamic and sustainable Partnership that brings mutual benefit not only to the Government and the Charles Darwin University, but also to the future development of the Territory. The governing body, the Peak Group, has been established and has met regularly since inception of the Partnership. The Peak Group work cooperatively for the mutual benefit of Government and the University, they facilitate new initiatives and, where appropriate, work together to remove any barriers that hinder development of collaborative activities of mutual priority. The Peak Group is responsible for the performance of the Partnership Agreement against its objectives. The overall objective of the Partnership Agreement is:

To develop and implement collaborative activities between Government and University that are mutually productive, cooperative and confer lasting benefit to the social and economic development of the Northern Territory.

Against this main objective, four key areas of development have been identified, and each of these areas constitutes a category under which individual schedules of collaborative activities have been developed:

1. Category 1 - To grow the resident professional and intellectual capacity of the Northern Territory,
2. Category 2 - To establish collaborations between Government and the University and to subsequently undertake activities that meet Government needs,
3. Category 3 - To reorganise the University to better meet Territory needs, and
4. Category 4 - To develop and deliver projects that enable Indigenous social and economic development.

Under the 25 Schedules that have been in operation during the first year of the Partnership Agreement a total of $5.75M has been attracted/levered to the Territory through collaborative activities, $3.75M of which was a direct result of grant writing applications by the University that had a strong Territory/community relevance. Approximately $5.5M of funding has been allocated to the University by the NT Government under terms and conditions relevant to partnership objectives, specifically through 11 of the schedules; approximately $1M of in-kind support has been allocated by the University towards partnership activities in 13 of the schedules; and approximately $2.3M in-kind support has been contributed towards 9 schedules by the NT Government. (See Summary Spreadsheet of Investment in Partnership Activities, at the conclusion of this report, for a more detailed overview of the funding).

Significant highlights of the first year of the Partnership include the creation of the Charles Darwin University, the National Accelerated Literacy Program, the Higher Education Centre in Alice Springs, the Broadband link between the Desert Knowledge Precinct and Alice Springs city centre, the appointment of significant new academic expertise in areas of tropical and desert knowledge, governance, health development and environment and sustainable land use. The Partnership Agreement has engendered a spirit of cooperation and collaboration that is increasingly based on recognition of the importance of the Government to the University, and the importance of a strong university to the continued social and economic development of the Territory.
PREAMBLE

The Partnership Agreement between the Northern Territory Government and the Charles Darwin University was established in response to the mutual recognition of the importance of Government to the viability and relevance of the University, and importance of the University in building independent resident capacity that underpins the Territory’s future. The benefits to be achieved through building a stronger university in the Northern Territory are epitomised by the Chief Minister’s statement at the original workshop to establish the Partnership in February 2003:

“The University is essential to our social and economic development. It is essential to our intellectual development and to our maturity as a state. Equally it is crucial that the capacity of our public service is extended. Working out ways of succeeding together to these ends is a non-negotiable part of your activities today. We cannot afford the luxury of wasting intellectual resources, of squandering knowledge potential, of diminishing the educational opportunities for Territorians. It is crucial that the University and the Government work together to deliver an effective and mutually beneficial partnership.”

Central to the philosophy that underpins the Partnership Agreement between the Northern Territory Government and the University, was the creation of a new university, aligned to meeting the needs of the Territory. Charles Darwin University was created on 5th November 2003, and now, although less than 12 months old, Charles Darwin University has assisted the Territory in reducing fragmentation and focussing effort and resources in research, higher education and vocational education and training. The new cooperative relationship between Government and University engendered through this Partnership has resulted in attracting 205 new Commonwealth supported student places in higher education; attracting Commonwealth support for the development of a Territory wide program to improve Indigenous literacy; levering Commonwealth funding to support bricks and mortar infrastructure development for higher education in central Australia, levering Commonwealth communications funds for improved ICT infrastructure in Alice Springs, and establishing an Institute of Advanced Studies to attract high calibre researchers to build intellectual capacity in the Northern Territory. Other examples of collaborative successes are presented in this report.

For the Partnership to be a success, effective governance and operational management procedures had to be implemented at an early stage. The Partnership Agreement is governed by the Peak Group, which has the responsibility to report annually on progress and outcomes of Partnership activities to Cabinet and the University Council. The Peak Group work cooperatively for the mutual benefit of Government and the University, they facilitate new initiatives, and where appropriate work together to remove any barriers that hinder development of collaborative activities of mutual priority. The Peak Group also cooperate on a number of issues that fall outside of Partnership Schedules but are relevant to capacity development in the Northern Territory. This cooperation may take the form of mutual support of approaches to Australian Government, industry or national publicly funded research agencies such as CSIRO or DSTO.
For the period June 2003 – June 2004 membership of the Peak Group was:

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<tr>
<th>Name</th>
<th>Position</th>
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<tr>
<td>Paul Tyrrell</td>
<td>Joint Chair, Chief Executive, Department of the Chief Minister</td>
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<tr>
<td>Helen Garnett</td>
<td>Joint Chair, Vice-Chancellor, Charles Darwin University</td>
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<tr>
<td>Peter Plummer</td>
<td>Chief Executive, Department of Employment, Education and Training</td>
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<tr>
<td>Charles Webb</td>
<td>Pro Vice Chancellor Teaching and Learning</td>
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<tr>
<td>Barry Chambers</td>
<td>Chief Executive Department of Infrastructure Planning and Environment</td>
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<td>Don Zoellner</td>
<td>Pro Vice Chancellor Community and Access</td>
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</tbody>
</table>

On 30th June 2004 Mr Barry Chambers resigned from the NT Public Sector, and from membership of the Peak Group. Since February 2003, Mr Chambers’ support and leadership has played a pivotal role both in the successful establishment of the Partnership Agreement, and the successful establishment of operational activity under the schedules in the first year of the Partnership Agreement’s implementation. On behalf of all those associated with the Partnership Agreement, the joint Chairs, Professor Helen Garnett and Mr Paul Tyrrell recognise and thank Mr Chambers for his contribution.

Activities under the Partnership Agreement have been supported by two officers, one from Government and one from the University, who act as facilitators to Schedule Teams, and provide executive support, implementing the leadership directives of the Peak Group. A web site, managed by the University in collaboration with the Department of the Chief Minister, has been established to provide public access to Partnership information, contact details of key officers, news on recent successes, and advice on issues of mutual importance.


A key facet of the Partnership Agreement is that it aims to progress major programs or projects and does not seek to replace or lessen the importance of other collaborative activities that are successfully established between the Government and the University. An excellent example of continuing co-operation, developed over many years, is between the legal practice within the Department of Justice and the Faculty of Law Business and Arts.
OBJECTIVES OF THE PARTNERSHIP

The goal of the Partnership Agreement is to nurture a dynamic and sustainable Partnership that brings mutual benefit not only to the Government and the Charles Darwin University, but also to the future development of the Territory. There are many challenges in achieving this goal and the Peak group acknowledge the need to embed the Partnership in the mainstream of each party’s culture, and to ensure that Partnership Schedules are effectively managed and produce robust outcomes that are relevant to the stated objectives of the Partnership Agreement.

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Under each category there are a number of schedules and the individual schedule working parties have the delegation and authority to assign human, financial and infrastructure resources and enter into appropriate agreements to achieve schedule outcomes.

Achievement against the objectives of the Partnership Agreement has been secured by the Peak Group through the adoption of the following strategies:

- The Peak Group meets at least four times each year, oversights Schedule progress, ensures effective communication of Partnership activities, and reports to Cabinet and Council as required.
- The Peak Group establishes special groups to work on matters of mutual strategic significance and to explore potential areas of new cooperation and the desired outcomes from this cooperation.
- Protocols are continually improved to guide the development and assessment of schedules, including: mutual development and leverage potential; capacity to deal with once-off specific issues; capacity for
mutual benefit; and ability to link Government and University policy and strategy; timeframes, principals and objectives, communication confidentiality, participants and responsibilities.

- Partnership schedules are prioritised and authority is delegated to joint working groups to achieve schedules outcomes. The Peak Group responds to demand and change and is informed through Government and University channels.

- The demand driven nature of the Partnership Agreement requires the Peak Group to undertake regular reviews of
  (a) existing capacity/areas of University to work with Government,
  (b) the immediate needs of Government that the University can meet and deliver on, and
  (c) future areas of development for cooperation and collaboration.

The targets for the Peak Group for managing the performance of the Partnership Agreement against its overall objective are:

- 10% increase in student population during the life of the Agreement (June 2003 – May 2006)
- 50% increase in non-NT Government research funding received by the University during the life of the Agreement
- Minimum of four Peak Group meetings per year
- Newsletter produced each six months
- Maintenance of a relevant and current website
- List of approved Schedules to be published following annual evaluation of the Agreement by Cabinet and University Council
- Responsible officer/s assigned to each Schedule appropriate to its topic and development
- Assessment of each Schedule’s progress at six monthly intervals against agreed performance indicators
Leading academics welcomed

(Schedules 1.2; 1.3; 2.1; 2.6; 2.7; 3.1; & 3.2)

Some of Australia’s leading academics have joined Charles Darwin University, strengthening the organisation’s role as a research and education provider in specialist areas.

Professor Robert Wasson is the new Deputy Vice-Chancellor Research with responsibility for leading the University’s Institute of Advanced Studies. Professor Wasson has an outstanding national and international research record and a history of collaborative research across sectors. Professor Wasson moves from his previous role as the Director of the Centre for Resource and Environmental Studies in the Institute of Advanced Studies at the Australian National University, and was previously the Dean of Science at the ANU.

Within the Institute of Advanced Studies, Professor Bruce Campbell has been appointed to the position of Director of the Research School of Environmental Studies. Professor Campbell is moving from his previous role as the Director of the Forests and Livelihoods Program at the Centre for International Forestry Research based in Jakarta, Indonesia and was previously the Director of the Institute of Environmental Studies and Chair of Botany at the University of Zimbabwe.

Professor Stephen Garnett has accepted the Chair in Tropical Knowledge, a position jointly funded by the Northern Territory Government and the University to lead and promote research across disciplines in tropical knowledge particularly as it relates to development in the Territory. Dr Garnett leaves his previous role as an Adjunct Associate Professor in the School of Tropical Biology at James Cook University.

Professor Donna Craig has been appointed to the University’s inaugural Chair of Desert Knowledge to be located at the Alice Springs Campus. As part of the University’s Institute of Advanced Studies, the Chair will foster postgraduate research capacity and undertake leading-edge research focused on the scientific and social
development needs of inland desert Australia. In collaboration with other desert knowledge contributors, Professor Craig will build a strong research capacity and opportunities for local and international scholars and students to participate in developing desert knowledge of international standing. Professor Craig will also be working closely with the newly established Co-operative Research Centre for Desert Knowledge and other community groups. A barrister with twenty-four years experience teaching environmental law, Professor Craig’s academic experience is drawn from North American and Australian institutions. Professor Craig has been a Visiting Professor at the University of Arizona’s School of Law and has also undertaken numerous national and international environmental and Indigenous advisory roles.

Professor Lesley Barclay has been appointed to the Chair of Health Services Development in the University’s Institute of Advanced Studies. Previously, Professor Barclay was the Director of the Centre for Family Health and Midwifery at the University of Technology, Sydney. Professor Barclay is acknowledged as a leader in education systems and health system improvement, specialising in developing skills in people working in health areas in non-metropolitan settings. Professor Barclay has designed, tendered and managed successfully large projects for international organisations such as the World Bank and AusAID and has undertaken a range of consultancy work. She was awarded an AO in the Australia Day Honours list in recognition of these contributions.

Professor Ian Thynne has been appointed as the new Chair of Governance at Charles Darwin University. Located within the University’s Faculty of Law, Business and Arts, the Chair is jointly funded with the Northern Territory’s Office of the Commissioner for Public Employment. The position will take the leadership role in the development of courses in governance and public sector management at both undergraduate and postgraduate levels as well as research and consultancy services designed for government and non-government sectors, including Indigenous organisations. Professor Thynne is currently Visiting Professor of Public Administration at the University of Hong Kong, a Fellow in the University of Hong Kong’s Centre for Civil Society and Governance and adjunct scholar in the Centre for Research in Public Sector Management at the University of Canberra. Professor Thynne’s academic experience is drawn from institutions across the Asia Pacific region including New Zealand, Australian, Singapore and Papua New Guinea.
Higher Education Reality at Alice Springs

(Schedule 3.1)

A landmark Higher Education Centre will be built in Alice Springs as part of the Northern Territory Government’s and Charles Darwin University’s push to advance central Australian education. The Centre will be a modern eco-friendly base for a range of higher educational choices for central Australians. It will also provide scope for future expansion as the University confirms itself as a respected education institution offering a range of degree programs with desert knowledge as a specialist area.

The $4.5 million development has been enabled by a $2 million federal government grant and will be progressed immediately thanks to $2.5 million in funding from the Northern Territory government. To be built on the University’s existing Alice Springs Campus, the Centre’s design will feature current technologies in energy efficiency that emphasizes passive cooling and solar heating where applicable. Educational features will include:

- laboratories
- a 50 seat lecture theatre – possibly extended to seat up to 150 people in future
- post graduate student facilities
- a help and enquiry point for higher education and VET students; and
- a computing facility to access the Casuarina campus library’s resources.

Importantly, a wider range of lecturers and course programs will be offered through an integrated e-learning component that will allow students to simultaneously participate in classes delivered from Casuarina (Darwin) campus. As well as enhancing the delivery of programs to ‘on campus’ students, the Higher Education Centre will also provide a resource base from which educators can deliver their programs to regional communities.
Broadband Boost Welcomed

(Schedule 1.6)

Charles Darwin University and the Batchelor Institute of Indigenous Tertiary Education stand to benefit from improved capacity for electronic-based education and research activities in central Australia. Lead by the University, the project’s partners include the Northern Territory Government, Desert Knowledge Australia and Amcom Telecommunications. The project will leverage off other developments such as the NT Government Desert Knowledge Precinct and the Australian Government Research and Education Network (AREN) initiatives.

The Australian Government has allocated $1.75 million to install a 10km broadband fibre optic backbone running from Charles Darwin University’s Alice Springs Campus to include a series of institutions south of the city. The fibre, to be installed by Amcom Telecommunications, will run south from the University past the hospital and through Heavitree Gap. The institutions south of Alice Springs set to benefit from the cabling include the Centre for Remote Health, the CSIRO Arid Zone Research Institute, the Australian Centre for Remote Sensing and other organisations in the Desert Knowledge Precinct.

Ten Wheels of Education

(Schedules 1.2; 1.6 and 3.4)

Remote secondary students in the Northern Territory will benefit from the announcement of a third Mobile Adult Learning Unit (MALU) to be built for Charles Darwin University. Construction on the $320 000 MALU three will be completed early in second semester. Built in the Northern Territory for local environment and conditions, MALU three will be equal to the largest double axle trailer manufactured in Australia.

Project Coordinator for Charles Darwin University, David Reilly said, “When it comes to mobile training facilities, bigger is definitely better.”

Charles Darwin University currently operates two other MALU units, each traveling to four remote locations per year for 10-week blocks. The MALUs take education and training to the community, and each MALU unit is an
independent learning space. The MALUs allow for VET delivery anywhere that is required in the Territory, they are very popular with the communities, and significantly there are many requests for their return. Regrettably return visits may take up to three years.

Communities welcomed the announcement of a third MALU as they prefer training to take place on site. This ensures that the community has control of their trainees and the program. Excellent feedback was received from school principals: Principal of Mt Allan School, Stephen Smith, welcomed the announcement saying that “the young people of this area appreciated the opportunity to learn and develop their skills in the trade fields of welding, steel fabrication and automotive provided by MALU one.”

Principal Deb Williams from Laramba School said “the availability of a third MALU unit will help meet local demand from local secondary aged students for trades and computer studies.”

MALUs are more economically viable and provide more practical solutions. Communities do not have to spend money on building or maintaining classrooms that may not be used continuously due to lack of staff and programs. The third MALU’s primary focus will be on Secondary delivery, providing students with two pathways not available to them previously. Annette Jamieson, Director Secondary Charles Darwin University, advised that the MALU now gives these students the opportunity to complete their VET certificate and then use this to complete their Northern Territory Certificate of Education or they can go on to a Traineeship or Apprenticeship.

Charles Darwin University staff have been working closely with remote school teachers. Teachers work with students before MALU arrives and can therefore deliver far more hours in the limited time MALU is available. The teachers then continue with their program once MALU leaves. Whole communities are coming on board. For example, with Retail delivery, it’s not just theory; students are provided access to the community store. MALU three will also be used for Trades delivery and for other multi purpose applications.

To be built by Alice Springs company Goweal Pty Ltd - Mick Murray Welding, MALU three will be 13.7 metres in length, 2.5 metres wide and have an internal height of 2.9 metres. It will have a stage platform that lowers as a floor
using hydraulics to create enclosed spaces for multi purpose use. The gooseneck section will have refrigerated air conditioning with an IDL Unit provided by OPTUS Communications recessed into the roof, with the underneath section having ample room for six laptop workstations.

The IDL unit will allow access to after hours teaching from the School of the Air Studio in Alice Springs. The first program to be offered using the IDL unit will be in Community Services: Children’s Services program.

The rest of the trailer, fitted with evaporative air conditioning, opens out into an extra large classroom with teaching space for the second lecturer. Mr Reilly said as an example, “By rearranging the swivel doors, the classroom can be reconfigured to create an auditorium incorporating sound and lighting equipment when teaching contemporary music. The unit will also have welding curtains built into the unit.”

Andrew Cole from Goweal said, “This is great for the local economy. We actually employ four local staff full time that will work on the construction and fit out.”

MALU one was introduced in 1986 delivering about 15 000 hours in welding. MALU two began operating in 1998 and delivers 40,000 hours in Local Government, Literacy and Numeracy and IT. Since their inception they have taught around 3500 thousand students. Plans for expanding the fleet with a fourth unit to service the Top End are underway.

**Kath and Kim and childhood services**

*(Schedule 1.2)*

Workplace assessment and a recognised prior learning website are two methods Charles Darwin University has instigated to address the serious issue of qualified children's services staff in the Northern Territory.

Working with the Dept of Health and Community Services, in the past 12 months, Early Childhood lecturers Kathie Mair and Kim Chapman have assessed almost 100 children’s services employees, with just under half of those...
people achieving a full Certificate III in Community Services (Children’s Services), making them qualified to work in positions they often already occupy. Assessment for the child care qualification of Certificate III and the Diploma is measured against the Children’s Services National Competency Standards.

Raising the profile of the profession both within the industry and within the community has been another major focus of the children’s services workplace assessors this year.

“We look after the most precious commodity on earth – our children, and we need to be proud of that and promote that,” Kathy said.

“Children’s services is a career, not just a job. It’s not a babysitting service.”

“The amount of time that goes into each individual child every program that helps the development and growth of each child is what sets these qualified people apart from baby sitters. It’s what makes them professionals.”

**Tertiary Access for Success**

*(Schedule 3.1 and 3.4)*

How do Indigenous students establish an identity in a higher education setting when the environment doesn’t necessarily understand or offer appropriate support for their culture, language or identity? Linda Ford holds three degrees and lectures at Charles Darwin University and has been faced with this very question herself. The unanswered thought that has hounded her since entering the higher education sector to gain qualifications as a teacher has now manifested itself as the focus of her PhD studies.

Ms Ford is addressing the barriers for Indigenous students moving into the higher education sector and in particular becoming classroom teachers. She believes that classroom teachers have the most powerful position of influence over young lives and if we get it right in the classroom then the chances of success for Indigenous children through the system to the point of higher education will be greater. However, before these young teachers get to the
classroom, the University needs to offer the right support, create a culture within universities where Indigenous knowledge, language and culture is recognised.”

Ms Ford of the Rak MakMak (Marranunggu) people of the Finniss River, is well qualified to consider the issue of *Narrative and language and how best they serve Indigenous interests* in tertiary settings. She has been through the system and received a ‘white’ education yet she comes from a traditional Aboriginal family where her culture, identity and connection to country remain strongly intact.

“Part of the concern is that Indigenous knowledge and culture is not of great consideration for mainstream programs. In Indigenous specific courses it is obviously accommodated, but in mainstream areas it’s not. Indigenous pedagogy is the key to delivering core curriculum that engages Indigenous students.

“We need more Indigenous academics integrated into areas that are considered mainstream to begin with so they are able to pass their knowledge on to teacher education students and their colleagues. This creates a space in the tertiary sector where Indigenous knowledge, culture and identity is valued.”

And although Ms Ford is yet to finish her thesis she believes there has already been some success.

“An outcome from this innovative program has seen an eight per cent increase in Indigenous students numbers in the Faculty,” Ms Ford said.

“More importantly outcomes for indigenous students have improved significantly. In 2003 progress rates for Indigenous students in the Faculty increased from 50 per cent in the previous year to 60 per cent. Also attrition rates for Indigenous students studying in the Faculty have also been dramatically reduced.

Dean of the Faculty, Professor Greg Hill, indicated that the work of Linda and her colleagues, which incorporates community inputs and engagement of students as part of the learning support team, is proving to be a real success story. As the program has developed over the last few years, the faculty has established a group of Indigenous
academic staff who have become the role models and who have had the cultural knowledge necessary to develop
the sorts of support networks that are successful with students. The confidence and retention of students has
increased and while the University still has a long way to go, there is growing confidence that we are heading in the
right direction and can make a difference.

_Lifting Literacy Levels_

_(Schedules 4.2 and 3.1)_

The Northern Territory Government and Charles Darwin University, in partnership with the Commonwealth
government, is developing an intensive implementation and research plan to expand an innovative literacy program
in the Territory. The Commonwealth has allocated $8,600,000 to the Northern Territory to implement this program
over the next 5 years.

The National Accelerated Literacy Program is designed to accelerate the literacy skills of marginalised learners who
have failed to make the appropriate literacy gains in school and/or who are in acute danger of falling behind. This
partnership constitutes the first phase to make Accelerated Literacy available and sustainable Australia wide. For the
past five years, accelerated literacy has been conducted as an action research project by a small team of experts
based at the University of Canberra under the Scaffolding Literacy Program. These specialists headed up by
Associate Professor Brian Gray and Ms Wendy Cowey, have now transferred to Charles Darwin University

Under the pilots, students successfully gained literacy skills at a much higher level than if the intervention had not
occurred and, following this success, the Northern Territory Government, working with Charles Darwin University, will
be the first Australian State or Territory to open up its schools to the research and development work required to
mainstream the Program.

In 2002 testing, 20 per cent of remote indigenous students achieved the numeracy benchmark at the Year 5 level,
compared to 61 per cent urban indigenous students and 91 per cent non-indigenous students. Where the national
average percentage of students reaching reading benchmark was 90 per cent, 26 per cent of indigenous students
reached this standard in the Territory. Despite this national tragedy, there is little information available on what might constitute the best buys for education investment if there are to be significant turn arounds on these appalling outcomes. By focusing on northern Australia almost exclusively in 2004-6, it is anticipated that the models, techniques and materials – the management blueprint - for extension to other Australian education systems on a whole-of-state basis will be tested and established by this University, working in a unique partnership with both tiers of government and the philanthropic sectors.

In particular Dr Lea, Director of the University’s School for Social and Policy Research, has already secured a three year $435,000 grant from the Ian Potter Foundation. The grant will support a Senior/Principal Research Fellow in Education Economics who will formulate and drive many of the research questions behind this new program. Education Economics is a ground-breaking response to the limited evidence base currently available to understand what teachers and schools should or could be doing to reliably improve learning outcomes and to the generation of objective advice on where key investment areas for best education effect could or should be made. The National Accelerated Literacy Program is the first one many exciting research projects to come from Charles Darwin University’s recently established School for Social and Policy Research which is focused on building research capacity in the areas of health, social science and public policy, environmental and industry studies.

_Free Symposium - The Creative Tropical City_

Provoking thought and inspiring actions that unlock Darwin’s potential to become a leading creative tropical city forms the basis of Charles Darwin University’s opening free Symposium for 2004

_Creative Tropical City - Creative people in a creative place_ was held on 2-3 June and focused discussion on how the Northern Territory Capital could thrive through the risk of embracing and growing its own creativity and identity. A range of high caliber local, national and internationally respected speakers were featured.
It is widely agreed that Darwin needs a vision – it needs to define its brand not just to improve its position in the competitive world of tourism, but to give the City a clear set of goals it can work towards and the Creative Tropical City symposium aimed to contribute to this important debate with research that challenges our assumptions about what makes a city successful and how one should go about revitalizing a city.

A second 2004 Symposium will be held in Alice Springs later in the year.

**New Approach: Indigenous research and education**

*(Schedule 3.1, 3.4 and 2.1)*

An executive think tank of Indigenous leaders and greater support for Indigenous students earmarks Charles Darwin University’s stronger commitment to Indigenous research and education. The new advances expands the University’s shift in focus and effort in indigenous interaction, education and research from a single faculty to a university-wide approach and follows consultation with Indigenous people within the Territory and nationally.

The University is considering how best to engage with Indigenous communities and organisations, how to provide and encourage more pathways into the University and how to support and mentor Indigenous students and staff.

The executive think tank includes:

- Professor Mick Dodson, Professor of Indigenous Studies at the Australian National University;
- Professor Marcia Langton, Professor of Australian Indigenous Studies at the University of Melbourne;
- Mr Norman Fry of the Northern Land Council; and
- Mr David Ross of the Central Land Council.

The University is also drawing on the expertise of senior University staff, and Government officers. Advisory Boards, Visiting Committees and other senior members of the Indigenous community are contributing through workshops focused on improving outcomes in specific areas - for example activities in the development of health professionals.
Music program a class act

(Schedule 4.3)

Charles Darwin University's Remote Indigenous Music Program is enjoying unprecedented success helping launch one of the Territory's most enduring Indigenous bands into the 2004 Adelaide Festival and securing the talents of a remarkable musical maestro. The University has been running successful contemporary music training programs in remote Indigenous communities throughout the Northern Territory for the last decade.

With all necessary equipment to play, perform and record community music hauled onto the tray of a large truck, the program bases a University teacher in a community for two months to help remote students study all elements relative to the contemporary music industry including instrumental and singing lessons, business skills for royalties, copyright and protection of artistic property. To help teach performance and technical skills, students stage and record a weekly live concert at a local venue such as the recreation hall or basketball court. The Yugul Band from Ngukurr is one of several Indigenous bands to have formed and now perform in a commercial capacity as a result of the University's Remote Music Delivery Program. While the Yugul Band - a rock and roll come laid back blues outfit featuring a mix of young and older musicians - first emerged in 1969, it was the University's program and collaboration with Darwin based record label Skinnyfish Music which helped capture the regrouped band's music for its 2003 debut CD: Blues Across the River.

Resulting from community performance sessions when the University's program was at Ngukkur in 2002-03, the CD formed part of a successful application for the band to perform as part of the 2004 Adelaide Festival's Indigenous music component. As part of the Adelaide visit, the University's Remote Music Coordinator and Producer of 'Blues Across the River', Stephen Teakle, also worked with the Yugul Band on a performance and workshop day at the University of Adelaide's Centre for Aboriginal Studies in Music to connect Territory and South Australian Indigenous musicians and students. Further outcomes from the program include the Eppennara Country Gospel Band which traveled to and performed at the Tamworth Country Music Festival. This was partly funded by selling their CD, which the students recorded at the University's programs in the Barkly Region during mid 2003. Saltwater Band, Narbalek Band and Matter of Soul have also found success domestically and, in some cases, internationally. It is exactly these
types of industry outcomes from the Remote Indigenous Music Program that has attracted the talents of world-class pianist, composer and director, Mr Paul Grabowsky. Returning from a recent visit to Nguuurra to view the impact of the Program first hand and meet local traditional musicians, Paul Grabowsky will be involved in the University’s School of Creative Arts and Humanities during the next two years to get first hand experience with Indigenous music while mentoring some students and staff.

Popularly known for his role as music conductor on the former Tonight Live with Steve Vizard television program, Paul Grabowsky is professionally known for his wide range of musical talents and their applications including the Australian Art Orchestra he founded in 1994. The twenty piece Orchestra’s ground-breaking work across various musical genres heralded a new era in Australian music. His involvement at Charles Darwin University will include helping to mentor and teach staff and students while actively expanding his passion for and knowledge of traditional Indigenous music through the University’s Remote Music Program.
### Category 1 – Growing Resident Capacity in the Northern Territory

**General Comments:** Collaboration and cooperation has flourished in the first 12 months of the Partnership Agreement. Strong leadership by the Peak Group is embedding the Partnership in the culture of both Government and University. The Partnership provides a supportive framework for officers to work together to solve problems of mutual importance, evidenced by the frequency with which Government and University officers meet, in town or on campus, to work together on projects. Participating officers receive guidance on appropriate protocols for their partners’ organisations thus facilitating collaboration.

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<th>Desired Outcomes</th>
<th>Reported Outcomes</th>
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<td>Jointly established centres of teaching and research excellence.</td>
<td>The establishment of joint centres of excellence is currently under discussion. Both parties have agreed that collaboration at all levels, sound business planning, and relevance to both University and Government strategic aims are the three key principles to underpin the establishment of any such centres.</td>
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<td>The Centre for Remote Telecommunications has been operating for 8 months and has attracted and completed a number of small industry funded projects. The future business direction of the centre is being reviewed.</td>
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<td>A proposal for a centre for Tropical Mining Futures has been developed and negotiations are currently underway to secure industry funding.</td>
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<td>The University and Government have developed a business plan for a Bioscience facility that, if approved, will support the bio-prospecting policy developed by NT Government.</td>
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<tr>
<td>A research capability within the University sufficient to tackle the challenges of economic and social development in northern and central Australia.</td>
<td>The establishment of more than seven (7) new senior academic positions in the areas of Desert Knowledge, Tropical Knowledge, Health, Governance, Communications, Environment and Research Development has significantly bolstered research capability within the University. This new capability will catalyse further growth in capability in the NT to tackle many of the challenges for economic and social development in northern and central Australia.</td>
</tr>
<tr>
<td></td>
<td>Australian Research Council grants have been collaboratively developed for a Genome analysis system, and a stable isotope ratio mass spectrometry facility.</td>
</tr>
<tr>
<td></td>
<td>ARC funding has been received for two collaborative projects between Charles Darwin University and NT Government</td>
</tr>
<tr>
<td></td>
<td>‘Bushfire smoke and the relationship between human and landscape health’</td>
</tr>
<tr>
<td></td>
<td>and</td>
</tr>
<tr>
<td></td>
<td>‘Darwin harbour corals as environmental data archives and bio-monitors’</td>
</tr>
<tr>
<td>University planning is informed by Territory Government strategic workforce development and the Territory Government has input to the Funding Agreements between the Commonwealth and the University.</td>
<td>The recent Funding Agreement negotiations between the Commonwealth Department of Education Science and Training and the University, were based on a series of proposals developed by the University in collaboration with the Department of Education Employment and Training. The University planning was informed by Territory Government strategic workforce development. The University has a list of workforce capacity areas in which to build undergraduate, postgraduate and VET programs in health service delivery, as well as an agreed</td>
</tr>
</tbody>
</table>
Collaborative work between DEET and the University has lead to an agreed increase in the Welding/Fabrication training target as this industry group is closely associated with major construction projects. This initiative includes a pre-apprenticeship course for Indigenous students. New programs have been developed in transport and logistics and are currently under accreditation review, and a new mobile ‘Expo’ unit for transport and logistics has been developed with industry and it touring career fairs, promoting logistics as a career of choice.

Research, teaching and training effort that engages Territory business and industry as participants has been supported. A new schedule is under development that will underpin collaboration between University and Government in providing the foundations from which a strong defence support industry can be grown. Developing training in logistics and transport has brought together a strong steering committee of local industry, Government and University officers. Beyond the ‘Berrimah Line’. The University has been successful in attracting funds for higher education and research in central Australia and will underpin economic development in the region.

**Key Outputs**

- CDU attracted $2M Commonwealth funding and NTG contributed $2.5M for a Higher Education Centre in Alice Springs.
- Levering on NTG investment, CDU attracted $1.75M Commonwealth funding for broadband connectivity between the Desert Knowledge Precinct and Alice Springs town.
- $8.6M Commonwealth investment in Indigenous Literacy.
- Feasibility study for joint DNA / molecular biology facility completed (findings will be reported to Cabinet).
- Range of programs to be delivered by the University in health and community service now agreed.
- Two Australian Research Council Infrastructure Grants for scientific equipment submitted by joint CDU / NTG teams, combined worth of bids is >$600,000.
## General Comments:

Category two Schedules aim to increase the relevance of University courses, graduates and research to the needs of Government, and the broader needs of the Territory. The pipeline for developing new academic programs, graduating students through these programs, and developing and implementing research projects, necessitates a strategic approach. Considerable consultation had occurred, informed by the work of the Office of the Commissioner for Public Employment and the Northern Territory Treasury. The University submitted a bid for 20 new Commonwealth funded places in the Bachelor of Governance and Public Sector Management, and 15 new places in the Bachelor of Business (Economics) in response to the demand for graduates articulated by Government. Additional places were also requested in Teaching, Nursing, Agriculture /Horticulture, Communications and Cultural Studies and enabling programs.

<table>
<thead>
<tr>
<th>Desired Outcomes</th>
<th>Reported Outcomes</th>
</tr>
</thead>
</table>
| Optimising access by the Government to the University’s expertise and resources | The University has appointed a Chair in Tropical Knowledge, awarded to Professor Stephen Garnett, and a Chair in Desert Knowledge awarded to Professor Donna Craig. Both Chairs reside in the Institute of Advanced Studies. Professor Craig is based in Alice Springs, and will consolidate the cooperation between the Charles Darwin University Higher Education Centre, and the Desert Knowledge Precinct. The Chair in Governance, Professor Thynne will work on issues of relevance to both northern and central Australia. The Chair in Governance and Tropical Knowledge are jointly established positions, the selection of applicants was undertaken collaboratively and the duty statements reflect the contribution of these staff to Government.

The University has agreed with OCPE to develop a strategic plan for designing and implementing a suite of programs in professional learnings and leadership. There is also initial agreement between stakeholders to explore CDU being an accrediting institution for the Public Sector Management Program.

| Maximised external research funding opportunities for the Territory | The establishment of strong academic leadership in areas of strategic importance to Government will catalyse Territory based research activities in these areas. Professor Bruce Chapman has been appointed to lead the School of Environmental Research in the Institute of Advanced Studies with the mandate to attract Australian Research Council Funding for a Special Research Centre.

The Menzies School of Health Research continues its success in attracting external research funding, and the Chair of Health Development, Prof Lesley Barclay will work with Menzies and other areas of the university to support new research collaborations and capacity building. |
| Collaboration in research between Government and University officers | A number of research collaborations have been identified under other Categories of the Partnership, and these overlap with both tropical and desert knowledge activities e.g. the research collaborations under Schedule 1.3. |

Tropical and Desert Knowledge form two pillars of the University’s strategic research direction and underpin the activities of the Institute of Advanced Studies. Government and University officers participated in the Tropical Futures Forum, and Professor Stephen Garnett is leading the Schedule in Tropical Knowledge.

Desert Knowledge is a mutual priority for Government and University alike, participation in the CRC Desert Knowledge, attracting significant Commonwealth Investment for ICT in the Desert Knowledge Precinct, the location of the Chair of Desert Knowledge in Alice Springs and the hosting of a Government officer from OTD, at the University. This activity will build the intellectual capacity in the Territory to underpin social and economic development in central Australia. |
The Charles Darwin Symposia, of which five have now been successfully held, were established jointly by NT Government, Charles Darwin University and Australian National University. The success of the Symposia was evidenced by the high registration and attendance, high demand for papers after the events, local and national media coverage, and the generation of debate in policy settings. The Symposia have yielded quality debates on issues of importance for the NT, and have created a number of post-symposia research networks and possible collaborations.


### Key Outputs

- Academic appointments in Tropical and Desert Knowledge, Governance, Environmental Research, Communications, Health and research Development
- Tropical Knowledge as a Creative Framework – A Session at the Symposia
- The Knowledge Economy and the Northern Territory – A Synopsis of Concepts and Implications for Policy
- Four symposium sessions staged by end December 2003, (1) North Australia in the 21st Century (2) Beyond the frontier: Sustainable futures for North Australia, (3) Safeguarding in an era of instability, and (4) Emerging futures: Shaping our community (Alice Springs)
- Establishment of the Research School in Environmental Studies
- Co location of Desert Knowledge officer with senior academic in Governance
- Creation of the NTG/CDU Steering Committee for participation in the CRCKD
- Establishment of a research team that includes involving professional service consultants from Territory industry as part of a University research team
- Attraction of internal research funding and two PhD students in Governance accompanying Prof Thynne on his appointment
**Report for Category 3 - Reorganising the University to Better Meet Territory Needs**

**General Comments:** Progress against this Category of Schedules has been significant. The new Charles Darwin University was established on 5th November 2003, bringing together existing disparate tertiary education elements to establish a new institution with an Institute of Advanced Studies that includes the Menzies School of Health Research. The new legislation picks up elements of the Commonwealth Higher Education Support Act, including the proposed National Governance Protocols. Charles Darwin University has created an Institute of Advanced Studies, and with NT Government support will be building a Higher Education Centre in Alice Springs. The operations of the University are supported by four business pillars – Teaching and Learning, Community and Access, Research and Business and International. A senior executive has been appointed to lead each business pillar.

<table>
<thead>
<tr>
<th>Desired Outcomes</th>
<th>Reported Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual capacity at the University in the key areas of health, education, tropical and desert knowledge, and An established role of the University as a cultural and intellectual leader within the community.</td>
<td>New intellectual capacity has been recruited in tropical and desert knowledge. The University is building its presence in Alice Springs and Katherine. The recent announcement of the Higher Education Centre in Alice Springs is testimony to both the University's commitment, and the support of the NT Government. The Institute of Advanced Studies has three research schools; The Menzies School of Health Research, The School of Environmental Studies, and the School of Social and Policy Research. The core relationship between the MSHR and the University is expressed in legislation, and an MOU describes the affiliation between the two institutions such that full research, financial and social benefit from undertaking health research can flow to the Territory. A Deputy Vice Chancellor Research has been appointed, with executive oversight for the Institute of Advanced Studies. The research programs within the Institute have a strong focus on Indigenous, remote, tropical or desert issues.</td>
</tr>
<tr>
<td>Setting and achieving targets for vocational and higher education participation and subsequent employment outcomes.</td>
<td>The University utilised the NT Jobs Plan in developing the recent submission to DEST for the allocation of new higher education places under Backing Australia’s Future. The pending release of skilled workforce analysis data will inform the further development of VET programs and negotiations on the scope of registration for the University. Partnership activities in 2003 / 2004 have lead to the development at the University of a major unified VET provider for the NT; this development has been supported through a single resource agreement with agreed monies for professional development of VET staff and capital equipment. Sharing of costing exercises is being used as a strategy to inform an improved funding model that will allow the University to respond to Government initiatives. The University has created articulation pathways with higher education in Alice Springs, and has supported this with the allocation of new higher education places to the Alice Springs campus. The continued access to NT DEET Learning Centres in regional and remote areas and industry standard training between the University and NT Secondary Schools has been increased.</td>
</tr>
</tbody>
</table>
**Key Outputs**

- Charles Darwin University Act 2003 – Subsequent appointment of a new University Council
- Appointment of new Vice Chancellor; Deputy Vice Chancellor Research; Pro Vice Chancellor Community and Access; Executive Director Corporate Services
- Recruitment of Chairs in Desert Knowledge, Tropical Knowledge, Governance, Health and appointment of Director of School of Environmental Studies
- Eleven academic staff recruited to School of Social and Policy Research, including DEET secondees.
- Menzies School of Health Research Act 2004 – Subsequent appointment of a new Board and agreement of CDU / MSHR Memorandum of Understanding
- Formation of Study North Australia Consortium and promotion of Destination Darwin
- Joint DEET / CDU marketing for international students
- The fulltime coordinator for Indigenous Academic Support Unit and two Indigenous Academic Support Lecturers

| Development of educational pathways that increase opportunities for students to move between the Senior Secondary, VET and higher education sectors of the University. | The University has focused on developing pathways (access) and academic support for Indigenous students. The Indigenous Academic Support Unit (IASU) supports and mentors Indigenous students during their study, offering counselling and support to assist students cope with different cultural norms and expectations within the University. The Unit provides a culturally safe social and learning environment specifically designated for Indigenous students. The Tertiary Enabling Program (TEP) provides an excellent pathway to tertiary study. Strategic value of TEP rests with its potential to contribute to overcoming workforce skill shortages to and improve Indigenous employment outcomes. TEP is designed to prepare students for VET and higher education studies in a range of areas from nursing and teaching through to business and social sciences. The University bid for 50 new places in tertiary enabling program to provide equity of access to tertiary programs across the University. Twenty five of these new places will be dedicated to Alice Springs. |
| Established presence of the University in regional and remote communities to deliver focused TAFE and Higher Education offerings, research and consultancy services | The new University organisational structure better supports staff and students in locations outside of Darwin to deliver focused VET and Higher Education offerings. Mr Don Zoellner has been appointed as Pro Vice Chancellor Community and Access, and has the responsibility to develop the concept of ‘Pathways’ into VET and Higher Education courses for students with a history of educational or social disadvantage. |
## General Comments
Progress in this Category has been fast in some areas and slower in others. Implementation of schedule activities have often required extensive consultation with communities and across stakeholders, this consultation has revealed the need to refocus the Schedule, particularly for Schedules 4.3, 4.4, and 4.6. This work in ongoing. Project management skills, and working across stakeholder organisations are vital to the success of these projects.

### Desired Outcomes vs Report Outcomes

<table>
<thead>
<tr>
<th>Desired Outcomes</th>
<th>Reported Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification and implementation of resource pooling between University and Territory Government to support research and development. Leading to increased social or economic gain for Indigenous Territorians</td>
<td>Projects have been planned to develop the commercial use of wildlife for Indigenous economic benefit. These projects will be based in Alice Springs as well as the Top End and will be under the leadership of Dr Peter Whitehead. They have included management plans for key natural resources, which include trial harvesting strategies. An further outcome of this activity is the secondment of a DIPE staff member to the University to complete the analysis on major datasets</td>
</tr>
<tr>
<td>Develop and deliver learning opportunities that enable community development and capacity building for Indigenous people</td>
<td>A Graduate Certificate in Community Development has been designed and accredited and commences delivery in Semester 2 2004. This course is the result of close collaboration between Department of Community Development Sports and Cultural Affairs and the School of Australian Indigenous Knowledge Systems and will be open to Government and Non-Government organisations as an employer funded graduate program. The Program combines a higher education and VET approach to developing skills in community development practice. The collaborative team has designed undergraduate and postgraduate programs drawing on expertise of existing Accelerated Literacy (AL) coordinators and experienced teachers to build a cohort of advanced AL practitioners for NT Schools. The team has developed a more comprehensive learning plan integrating DEET-delivered professional development activities to articulate into nationally accredited qualifications within the University.</td>
</tr>
<tr>
<td>Develop and deliver interventions in Indigenous health and education</td>
<td>Literacy has been identified as a driver for improving Indigenous health and economic outcomes. Schedule 4.2 has been outstandingly successful; with $8.6M Commonwealth funding attracted over 5 years to support the improvement of Indigenous Literacy. A team of researchers, are now working to implement the monitoring and evaluation of the National Accelerated Literacy project. This team works closely with the DEET team responsible for roll-out of the program to Territory Schools.</td>
</tr>
</tbody>
</table>

### Key Outputs
- Project plans for commercial use of wildlife
- $8.6M Commonwealth funds attracted to the Territory over 5 years for Accelerated Literacy
- Accelerated Literacy Service Agreement establishing and funding research team in Accelerated Literacy
- CDU application attracted funds for an Ian Potter Research Fellow to work on Accelerated Literacy
- Dept Justice and CDU working on linking training programs to provide pathways in adult education when offenders are rehabilitated into the community
- Redesign of Schedule 4.4 – Indigenous Economic Development Taskforce
- Establishment of joint funded position of Community Development Program coordinator
- Delivery of Graduate Certificate in Community Development commenced in July 2004.
Under the Partnership Agreement there are 25 active Schedules. Each Schedule forms a stand-alone project, or combination of related activities, that address issues of mutual importance to Government and the University. A collaborative team of officers manages each Schedule; membership of this team may draw from more than one Government agency and from different academic areas within the University. Each Schedule Team reports to the Peak Group through their nominated Champion, or team leader. These 25 Schedules are grouped into four Categories, and each category addresses one of the main four objectives of the Partnership. A diagrammatic representation is attached that illustrates the relationship of the schedules to the objectives and priorities of the Partnership Agreement.

Each Schedule has reported on their outcomes relevant to the Partnership objectives, and the issues that had to be addressed to achieve these outcomes. The feedback from each schedule team also included expected targets for the second year of the Partnership 2004/2005, and Peak Group will use these targets to assess Schedule performance in June 2005. Individual 2003/2004 Schedule reports are attached.

At the end of the first year of Partnership, each Schedule team was asked to review their Schedule's issues, strategies and targets for 2004 / 2005. The revised schedules that will form the activities of the second year of the Partnership Agreement are attached.
The Peak Group – Report Against Responsibilities

The Partnership Agreement sets out the responsibilities of the Peak Group. The Peak Group encourage Schedule teams to take ownership and responsibility for progress against schedule objectives and have assigned ‘Champions’ to each Schedule team to act as a contact person/s and provide leadership for coordinating schedule activities.

The Peak Group also coordinates a number of developmental activities in areas of identified mutual interest and priority. High level discussions between Woodside, DEET, CDU and Australian Petroleum have been set up by the Peak group and are expected to take place in the latter half of 2004. Similarly the Peak Group is working to explore ways in which the NT can lever opportunity and advantage from the increased defence presence, and the major infrastructure projects that are planned over the next five years.

The table below summarises achievements against responsibilities (defined in the Partnership Agreement) for the Peak Group in 2003 / 2004:

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Achievements</th>
</tr>
</thead>
</table>
| Establish the Partnership Peak Group to oversee the Partnership Agreement. | • Peak Group established in March 2003. Membership comprises three chief executives from Government, currently from DCM, DEET and DIPE, and there executives from the University, the Vice Chancellor, the Pro Vice Chancellor teaching and learning and the Pro Vice Chancellor Community and Access  
  • Six (6) meetings held in 2003 to establish the Agreement and develop the Schedules to the agreement  
  • Three meetings (3) have already been held in 2004  
  • The Peak Group is supported by an executive officer (in kind contribution from the University 0.5 FTE) and a senior officer from Policy and Coordination, Department of the Chief Minister (in kind contribution from the NT Government 0.5 FTE) |
| High level performance monitoring and open communication | • The Peak Group monitors the performance of the Schedules to the Agreement through 6 monthly reports that are submitted to the Peak Group  
  • Interim informal reports are made by the executive Officer to the Peak group at 3 monthly intervals between the half yearly report to ensure there are no unforeseen barriers  
  • To engender open communication the Executive Officer and the Policy Officer have established relationships with each schedule team and encourage submission to the Peak Group on matter relevant to the implementation of the Partnership Agreement. This secretariat support also facilitates schedule development through supporting schedule teams on a needs basis. |
| Develop systems for ongoing dialogue on the full range of issues of mutual interest. | • Peak group meetings include general discussion sessions  
  • Members of Peak Group collaborate outside of meetings  
  • Schedule team members are invited by the executive officer to present/raise issues with the peak Group prior to each meeting  
  • Vice Chancellor invited to present to COORD  
  • Peak Group have initiated a series of presentations to Departmental planning days about the Partnership, inviting feedback  
  • Policy and Coordination Officer from the Dept of the Chief Minister has meet with each Chief Executive to discuss issues of mutual interest for the Partnership, responses are reported to the Peak Group  
  • The Executive Officer has met with University leaders to discuss issues of mutual interest for the Partnership, responses are reported to the Peak Group |
| Recognise and support the need for continuing contact between the parties on matters of mutual interest that are not specifically included in this Agreement. | • Peak Group encourage and facilitate collaboration between officers from both parties outside of the Partnership Schedules, for example  
  o Library services  
  o Office of Territory Development & Office of Vice Chancellor  
  o Business Development (DBRID) and University officers |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate consultation with the Territory Government in relation to University planning.</td>
<td>• 2005 Commonwealth Funding Agreement for the University developed with some consultation from Department of Employment Education and Training</td>
</tr>
</tbody>
</table>
| Establish Time-limited and project specific working groups to progress issues that are presented to the Partnership Peak Group. | • Library services cooperation group  
  • Working party to explore feasibility of a North Australian Molecular Biology Facility |
| The parties may establish such other working arrangements as are jointly agreed to be necessary to further the objectives of the Partnership Agreement. | • Workshops have been held by the University to develop and review schedules. Eg Community Engagement through Indigenous Music Making. |
Communication is a key issue for the Partnership Agreement. The challenge of embedding the culture of Partnership in the operation of both Government and University requires constant attention if success is to be achieved. The communication strategies that have been adopted for 2003 / 2004 are documented in the Partnership Communication Strategy (see below).

The Partnership Agreement website is managed by the Charles Darwin University and can be accessed at [http://www.cdu.edu.au/government/](http://www.cdu.edu.au/government/). The website is updated after each Peak group meeting and contains information on individual schedules, contact details for schedule team members, information resources about the Partnership and the Peak Group, and from August 2004 will contain newsletters and highlights from partnership activities.

Following each Peak Group meeting the Schedule teams are contacted to inform them of the outcomes of the meeting and any new initiatives to be taken under the Partnership. This activity is undertaken by the Executive Officer for the Peak Group who also has the responsibility for record keeping on all Partnership matters.

The secretariat for the Partnership Agreement and the Peak Group members has been active in presenting to agency and university groups. During 2004 there is a program of visits and presentations to all Regional Coordination Groups as well as a series of presentations to University staff both within Darwin, Alice Springs and regional centres.

The Communication Strategy for the Partnership Agreement includes the production of a six monthly newsletter – Content for this is drawn from across the schedule teams, and the newsletter includes advice on a number of issues that are commonly encountered by schedule teams. The Newsletter celebrates the success of the Partnership activities and disseminates information on Partnership outcomes.
## Communications Strategy

### Partnership Agreement between the Northern Territory Government and Charles Darwin University

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategies</th>
<th>Target Audiences</th>
<th>Key Messages</th>
<th>Potential Issues</th>
<th>Tactics</th>
</tr>
</thead>
</table>
| Ensure the value of the partnership to both organisations is clearly understood by action officers within Government and the University. | 1. Ensure CEO commitment to the partnership agreement.  
2. Ensure staff in both organisations are aware of the partnership agreement and their obligations under it.  
3. Provide tangible examples of the benefits the partnership agreement delivers to government, university and the NT. | • NTG Agency CEOs  
• Senior managers in Government and University  
• Middle managers/ action officers in Government  
• Academic community  
• Third-party organisations with an interest in the success of the partnership (eg: CSIRO)  
• General professional community of the NT  
• NT Business community  
• NT general community | • The Government is committed to the success of the partnership.  
• The university and government are working together for the benefit (do the benefits need to be defined, eg provide a strong tertiary institution for our children) of the Territory.  
• The University is nationally respected for its niche research areas as well as the quality of its overall product. | • Perception among all levels of employees in Government that the university product is inferior.  
• Perception among academics that a partnership with the government is undesirable.  
• Difficulty in enunciating the value of the partnership to the wider community.  
• Business community concern that the University will have preferential procurement status | Workshops for senior staff and middle managers. (not sure what would be achieved – all the schedules are so different it could be better to workshop by agency)  
• Partnership website.  
• Newsletter with tangible examples of success stories.  
• Aggressive media promotion of success from the partnership.  
• Capitalise on opportunities to link the partnership to success stories. |
| Ensure staff in both organisations actively seek opportunities to exploit the agreement for mutual benefit. | | | | | |
The following tables present a high level summary of the investment in the Partnership Agreement over the first year of operation. As can be seen from the significant in-kind contributions dedicated to Schedule activities, the activities of the Partnership are closely aligned with the existing core business and priorities of both parties, thus demonstrating the relevance of the Partnership schedules. The summary of investment also demonstrates how improved collaboration between Government and University in areas of common interest can lever improved outcomes and engender a new way of working together that accrues downstream benefits for the Territory. For example, the increased research assigned to the University (a) attracts Commonwealth infrastructure funding back into the institution, (b) raises the research profile of the University such that other Australian and international academics are interested in working with CDU, (c) encourages students to come to the University to study in niche areas, and (d) improves the status of the University such that the University is better viewed as a partner of choice for business to partner with in the Northern Territory.
### TABLE 1 – IN KIND SUPPORT TO THE PARTNERSHIP IN ADDITION TO THE WORK OF SCHEDULE TEAM MEMBERS

<table>
<thead>
<tr>
<th>Item</th>
<th>Schedule</th>
<th>In kind</th>
<th>In kind description</th>
<th>In kind</th>
<th>In kind description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support personnel – in kind</td>
<td>1.1</td>
<td>$35,000</td>
<td>0.5 FTE Policy Officer</td>
<td>$50,000</td>
<td>0.5 FTE Senior Policy Officer</td>
</tr>
<tr>
<td>Web management support – in kind</td>
<td>1.1</td>
<td></td>
<td></td>
<td>$10,000</td>
<td>Web manager</td>
</tr>
<tr>
<td>Newsletter development – in kind</td>
<td>1.1</td>
<td></td>
<td></td>
<td>$8,000</td>
<td>4 weeks per year Media manager</td>
</tr>
<tr>
<td>Business Planning – Bioscience</td>
<td>1.3</td>
<td>$10,000</td>
<td>Executive Consultant</td>
<td>$19,200</td>
<td>Senior Academics</td>
</tr>
<tr>
<td>Business Planning – Bioscience</td>
<td>1.3</td>
<td>$24,000</td>
<td>Senior Government Officers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion paper on research</td>
<td>1.3</td>
<td>$7,500</td>
<td>Executive Consultant</td>
<td></td>
<td>Senior Policy Officer</td>
</tr>
<tr>
<td><strong>Total In kind Contributions</strong></td>
<td></td>
<td>$76,500</td>
<td></td>
<td>$87,200</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 2 – GRANTS LEVERED BY CHARLES DARWIN UNIVERSITY ON THE BASIS OF NT GOVERNMENT INVESTMENT

<table>
<thead>
<tr>
<th>Grant</th>
<th>Schedule</th>
<th>NTG Cash Investment</th>
<th>NTG In kind Investment</th>
<th>CDU Cash Investment</th>
<th>CDU In kind Investment</th>
<th>C’wealth (or other) funds levered into the Territory by CDU</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC Research grant on soft corals</td>
<td>1.3</td>
<td>$5,000</td>
<td>$23,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARC Research grant on bushfires and human and landscape health</td>
<td>1.3</td>
<td>$40,000</td>
<td>$115,000</td>
<td>$50,000</td>
<td>$100,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stable isotope ratio mass spectrometry facility</td>
<td>1.3</td>
<td>$8,000</td>
<td></td>
<td>$50,000</td>
<td></td>
<td></td>
<td>Awaiting grant outcome – if successful = $350,000 C’Wealth funds</td>
</tr>
<tr>
<td>Genome analysis system as part of North Australia molecular facility</td>
<td>1.3</td>
<td>$30,000</td>
<td></td>
<td>$37,500</td>
<td></td>
<td></td>
<td>Awaiting grant outcome – if successful = $300,000 C’Wealth funds</td>
</tr>
<tr>
<td>CCIF Application</td>
<td>1.6</td>
<td>$1,800,000</td>
<td></td>
<td>$100,000</td>
<td>$1,750,000</td>
<td></td>
<td>NTG funds already allocated for this purpose</td>
</tr>
<tr>
<td>Higher Education Centre in Alice Springs</td>
<td>3.1</td>
<td>$2,500,000</td>
<td></td>
<td>$250,000</td>
<td>$2,000,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accelerated literacy grant</td>
<td>4.3</td>
<td>$1,000,000</td>
<td>$180,000</td>
<td></td>
<td>$2,000,000</td>
<td></td>
<td>C’wealth funding attracted by DEET with CDU as collaborator</td>
</tr>
<tr>
<td><strong>Total Contributions</strong></td>
<td></td>
<td><strong>$4,383,000</strong></td>
<td><strong>$1,138,000</strong></td>
<td><strong>$267,500</strong></td>
<td><strong>$420,000</strong></td>
<td><strong>$5,870,000</strong></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 3 – CO-INVESTMENT IN DEVELOPING RESIDENT RESEARCH CAPABILITY IN THE TERRITORY

<table>
<thead>
<tr>
<th>Research Development Activity</th>
<th>Schedule</th>
<th>NTG Cash Investment</th>
<th>NTG In kind Investment</th>
<th>CDU Cash Investment</th>
<th>CDU In kind Investment</th>
<th>External Funds</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Remote Telecommunications</td>
<td>1.6</td>
<td>$30,000</td>
<td>$20,000</td>
<td>$50,000</td>
<td>$280,000</td>
<td></td>
<td>Sourced from industry funds</td>
</tr>
<tr>
<td>Chair in Governance</td>
<td>2.1</td>
<td>$50,000</td>
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<tr>
<td>Chair in Tropical Knowledge</td>
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<td>Establishing Institute of Advanced Studies (IAS)</td>
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<tr>
<td>Secondment of Director of School of Social and Policy Research (IAS)</td>
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<td>Director of Research School of Environmental Studies</td>
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<td>Establishing a demographic research capability to support NT Treasury</td>
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<td>Research grant to evaluate DEET professional development needs in ICT</td>
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<td><strong>Total Contributions</strong></td>
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<td></td>
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<td><strong>$205,000</strong></td>
<td><strong>$603,000</strong></td>
<td><strong>$320,000</strong></td>
<td><strong>$280,000</strong></td>
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</table>
## TABLE 4 – COMPETITIVE TENDERS WON BY CDU RELATED TO PARTNERSHIP SCHEDULE

<table>
<thead>
<tr>
<th>Contract</th>
<th>Schedule</th>
<th>Amount</th>
<th>Purpose</th>
<th>CDU Additional Support</th>
<th>Note</th>
</tr>
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<tbody>
<tr>
<td>Aboriginal cross cultural training program</td>
<td>1.2</td>
<td>$150,000</td>
<td>Contract for services</td>
<td>$10,000</td>
<td>Mentoring for participants</td>
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<td>Evaluation of Moulden Park Primary School comprehensive children’s service</td>
<td>1.2</td>
<td>$41,077</td>
<td>Contract for services</td>
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<td>Turning Points – professional development for a cluster of identified children’s services</td>
<td>1.2</td>
<td>$115,000</td>
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<td>MOU between DHCS, CRCAH, CDU for Gary Robinson’s work</td>
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<td>Exploring together early intervention</td>
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<td>$100,000</td>
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<td>Parenting intervention for indigenous families</td>
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<td><strong>Total Competitive Tenders</strong></td>
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<td><strong>$30,000</strong></td>
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<tr>
<td>Contract</td>
<td>Schedule</td>
<td>Amount</td>
<td>Purpose</td>
<td>CDU Additional Support</td>
<td>Note</td>
</tr>
<tr>
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<td>----------</td>
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<td>------------------------</td>
<td>---------------------------------------------------</td>
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<tr>
<td>Tropical Knowledge</td>
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<td>To support local professional subcontractor</td>
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<td>Project</td>
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<td>Domestic Violence</td>
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<td>Evaluation</td>
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<td>program with in kind support</td>
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<td>Delivering the Graduate</td>
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<td>Cof E allocated but no funds</td>
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<td>In kind support from academic staff</td>
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<td>Certificate</td>
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<td>transferred in financial year – in kind staff involvement</td>
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<td>Total Competitive Tenders</td>
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<td>Schedule</td>
<td>NTG Cash</td>
<td>NTG In kind</td>
<td>CDU Cash</td>
<td>CDU In kind</td>
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<td>2003 Symposia</td>
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<td><strong>$414,000</strong></td>
<td><strong>$145,000</strong></td>
<td><strong>$180,750</strong></td>
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<td>Data Source</td>
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<td>NTG In kind</td>
<td>CDU Cash</td>
<td>CDU In kind</td>
<td>CDU levered and other investment</td>
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<tr>
<td>----------------------------------------------------------------------------</td>
<td>----------</td>
<td>-------------</td>
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<tr>
<td>In Kind Support to the Partnership in Addition to the Work of Schedule Team Members</td>
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<td>$76,500</td>
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<td>Grants Levered by Charles Darwin University on the Basis of NT Government Investment</td>
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<td>Co-Investment in Developing Resident Research Capability in the Territory</td>
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<td>$603,000</td>
<td>$320,000</td>
<td>$280,000</td>
</tr>
<tr>
<td>Competitive Tenders Won by CDU Related to Partnership Schedule</td>
<td>$631,077</td>
<td></td>
<td></td>
<td>$30,000</td>
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<td>Projects, Services or other Activities Performed Under a Certificate of Exemption</td>
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