Darwin University Capital Project

Scoping and Discussion Paper

A collaborative project between Darwin City Council, Charles Darwin University and the Northern Territory Government
Darwin University Capital Project

Scoping and Discussion Paper

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Scoping and Discussion Paper

“A Knowledge City is one that searches for the creation of value in all its areas and develops high standards of life, cultural support and economic development, among other aspects”\(^1\)

1. Background

The Territory 2030 Strategy\(^2\) is a 20-year strategic plan that sets out the strategic direction for the Northern Territory. The Strategy has six key themes, Education, Society, Health and Wellbeing, Economic Sustainability, Knowledge Creativity and Innovation, and the Environment. While all six themes are interconnected Education is the primary theme and incorporates not only education systems but an approach of life-long learning. The Education theme includes a target: by 2030, Darwin will be recognised as a university town and a hub for international education. Achieving this target requires a clear and coordinated plan that identifies the underlying objectives, actions, milestones and responsibilities. A whole of community approach is needed to develop, own and implement such a plan.

The University Capital Project is intended to identify a framework and plan for expanding the tertiary education sector in Darwin, and take full advantage of the associated economic, social, political and cultural benefits – in essence creating a knowledge city. The focus of the Project is to consider options for boosting the influence of the tertiary education sector so that Darwin is recognised nationally and internationally as a centre of excellence in education and research, and offers an attractive and vibrant lifestyle for students, staff and the general community. This will likely have a flow on effect of creating a city with an additional vitality that draws people and industry to the Territory (visitors and residents alike). The Project will also be about managing the development of a knowledge city, particularly planning for an increased university presence and managing the diverse stakeholder and community expectations of that university presence.

\(^1\) [http://www.knowledgecities.com/kbd_value_dimension.html](http://www.knowledgecities.com/kbd_value_dimension.html) accessed 1 May 2011

\(^2\) Territory 2030 Strategic Plan 2009, Department of the Chief Minister, Darwin, 2009
Although Charles Darwin University (CDU) has been specifically mentioned throughout this paper, the issues discussed could and will equally apply to any tertiary provider in Darwin (and throughout the Territory).

2. Objectives of the Scoping and Discussion Paper

The objective of this paper is to assist with identifying what a university capital is, establishing what becoming a university town and hub for international education might involve, and identifying options to progress the Territory 2030 target.

The paper has been prepared for consideration of further development of the University Capital target. The paper is not intended to be endorsed by NTG, CDU or Darwin City Council (DCC) as a commitment to undertake any action at this time, but will be used to assist in the development of a strategic plan for progressing the target.

3. Stakeholders

The key stakeholders of this project are:

- Northern Territory Government (NTG)
- Darwin City Council (DCC)
- Charles Darwin University (CDU)

The scoping paper has been drafted for primary consideration by the following:

- Territory 2030 Cabinet Subcommittee;
- Capital Cities Committee; and
- The CDU/NTG Partnership Agreement Peak Group

Details on these groups can be found in Appendix A.

A Stakeholder reference panel was formed to assist with the development of the scoping paper and they will also provide input on the development of a strategic plan for the University Capital target. A list of members can be found at Appendix B.
4. **What is a University Capital?**

A university capital is a city or region which is known nationally and internationally for its tertiary education opportunities and is generally one where the university and surrounding community have worked to ensure that the two mutually benefit each other.

It is noted that most regions throughout the world known for their university have had many years, and in some cases centuries, to develop the institution(s) and towns. These institutions developed in a traditional university setting (physical infrastructure, on campus students, urban based knowledge centres etc). Although this will still be a component of the University Capital Project, it is recognised that the future development of tertiary education in the Northern Territory will need to be considered within a more contemporary setting (ie online learning, flexible educational delivery etc).

There are many university capitals throughout the world and they provide a good basis on which to draft the blueprint for developing Darwin as university capital. However two stand out as being exemplar and provide excellent blue prints for this Project. These are: the University of Otago, Dunedin, New Zealand; and the University of Fairbanks, Alaska, USA.

University of Otago is New Zealand’s first university and has an ongoing commitment to providing excellence in teaching and research, as well as being New Zealand’s leading research university. The supporting town of Dunedin is of a similar size to Darwin, and it is also a distance from the other major population centres of New Zealand (it is recognised that this distance is minimal compared with that of Darwin to other Australian population centres). It is the way that the University and the town of Dunedin interact that is of note, and also the quality of the tertiary experience at Otago that tertiary education in Darwin might want to replicate.

Like CDU, the University of Alaska Fairbanks in Alaska faces similar issues of remoteness and attracting students away from other major population centres. Although Fairbanks has a number of study options at its campus, it is noted that the selling point for the University is that it is the research centre for Alaska, particularly in circumpolar research. Although this research is not entirely relevant to the Territory, it does highlight that its success can be attributed to its identification and then development of niche tertiary education markets.
5. The Four Key Elements of a University Capital

The analysis of other university capitals throughout the world (by reputation rather than brand), has identified four key elements or pillars for establishing a university capital. They are:

1. the economic, social, cultural and political impact of the tertiary provider;
2. communication between the tertiary provider and community;
3. integration of the tertiary provider and the community; and
4. the reputation of the tertiary provider.

The scoping paper has been structured around these four pillars. Consideration of them within a broad context that includes the contributions that can be made from flexible, online and virtual communities, will add to Darwin’s capacity to develop into a contemporary and relevant University Capital.

a. Economic, social, cultural and political impact of the tertiary provider

Those universities and communities that have been successful in establishing themselves as university capitals have a tertiary sector that is an integral component of the community and economy, with the university a major driver in the economic, social, cultural and political spheres.

For Darwin to develop as a university capital, it will be critical for well planned out development of the city and related infrastructure to occur so that Darwin can cope with the potential influx of students and changes to Darwin’s economy (e.g. becoming more focussed on a knowledge and creative base)\(^3\). This will require a coordinated effort between government, the tertiary provider, industry and the community to ensure economic development, urban development, socio-cultural development, sustainability and capacity factors are recognised and managed to support the university capital target.

It may be prudent during the early stages of this Project to have a specific focus (ie indigenous education and culture, health, oil and gas development hub, defence etc) so that the progress can be closely monitored, however it will also be prudent to ensure that the tertiary education in the Territory maintains its relevance in respect to any changes in the

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Territory’s economy, as well as changes to the Australian and global economies. It will be about aligning relevant outputs with business, industry and community needs.

It will also be vital that NTG continues to foster and maintain partnership arrangements with tertiary providers in the Territory to ensure continued success. Currently NTG has a strong partnership arrangement with CDU\textsuperscript{4}. The partnership is central to CDU’s ongoing success and also for the Territory to continue to develop its social, intellectual, professional, cultural and environmental well being.

Community engagement is critical to assisting with developing Darwin as a university capital. It is through community engagement that the tertiary provider(s) can have an impact on the social sphere of the Darwin and broader Territory community. It will be important to promote these activities to continue to develop a sense of community pride in the tertiary provider(s). This continued community engagement will also have a huge impact on the cultural sphere, particularly where the engagement is within a dedicated cultural space (ie music, theatre, arts etc). This will be very important for the continued development of the Territory’s creative industries.

It is noted that currently CDU and its local tertiary partner, the Batchelor Institute of Indigenous Tertiary Education (BIITE), have made significant gains into the social and cultural aspects of life in Darwin. CDU has a number of community projects\textsuperscript{5} and has a dedicated unit to monitor the vital role it plays in the community. Maintaining this presence and connection will be fundamental to ensuring that CDU is relevant in the social and cultural areas of the Territory community, and also for the success of the University Capital Project.

Even though a key focus of this Project is to ensure that tertiary provider continues to add value to the economic, social, cultural and political spheres, for that to occur, there must be ongoing communication between the tertiary provider, the community, industry, business and governments. This imperative leads into the next pillar of communication between the tertiary provider and the community.


\textsuperscript{5} http://www.cdu.edu.au/community/ accessed 1 June 2011
b. Communication between the tertiary provider and the community

Universities can have a variety of influences on a community. Whether that influence is positive or negative will depend on how it is managed and relies heavily on developing and maintaining avenues of communication between the tertiary provider(s), community, industry/business and governments.

It will be vital that as Darwin transforms into a university capital, dialogue between the tertiary provider and the greater community is maintained to ensure that issues are addressed as they arise. The experience in other university capitals has been to promote and encourage channels of communication so that everyone can be aware of issues and these can be addressed as they arise.

A notable example of where communication between the community and the tertiary provider is encouraged is in Ontario, Canada. The Town and Gown Association of Ontario (TGAO) was established to provide an avenue for discussion about issues affecting residents and students. Over the years it has held many symposiums to bring interested parties together to discuss any concerns. The organisation's members include universities, colleges, host cities and towns, students, police, businesses, community organisations and community members who have a vested interest in ensuring that the relationships are maintained. In the most recent symposium (held May 2011), the types of issues discussed included: student housing and behavioural issues; neighbourhood revitalisation; sustainable community buildings; community and university collaboration; students within the community; and learning opportunities connected with community need⁶.

Another exemplar is the city of Dunedin in New Zealand, which has also held similar discussion forums to deal with the issues of student gatherings, impacts on housing and other issues experienced by the University of Otago and the Dunedin community⁷. The success of the integration of Otago in the greater Dunedin community is well documented and provides a good blueprint for how Darwin might also go about maintaining and/or establishing communication between the tertiary provider and the community.

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⁷ http://www.otago.ac.nz/about/otago008180.pdfn viewed 25 May 2011
By encouraging avenues of discourse, this will ensure the relevance of the tertiary providers, as well as ensure that the tertiary provider and the community provide a mutual benefit to each other.

c. Integration of the tertiary provider and the community

The success story of the University of Otago has been partly due to the integration between the university and the surrounding community. Otago is well recognised as an institution of research and teaching excellence, but also one where the boundaries of university and community life are blurred. The university started as the town of Dunedin was in its early stages of planning and so the town and university have developed together. Although Darwin is already well established, there is much scope within urban planning to further integrate CDU (and other tertiary providers) with the general Darwin (and Territory) community. University of Alaska Fairbanks also has a strong sense of community and is very active in encouraging integration with the greater community.

One of the key elements to the integration of the university with the greater community will be urban planning and what impact any potential growth in tertiary education in Darwin may have on the surrounding community. With potential increased student and staff numbers, sufficient housing, transport, health and other community needs will need to be provided. Insufficient planning could have serious ramifications for this Project. In particular, students need access to adequate accommodation and services. If those services are not available or provided in sufficient quantity, this could have a negative impact on the reputation of Darwin as a university capital and impede efforts to entice potential students to undertake tertiary level education in the Territory, or result in students not returning to complete studies. This challenge, along with several creative suggestions, is well documented in the research report *Creative Tropical Cities: Mapping Darwin’s Creative Industries*.

In the Dunedin experience, the University of Otago is the main activity of the city and the students are recognised by the people of Dunedin in the role they have in supporting their town. Although it is recognised that Darwin does have other industries which provide economic support, by boosting the presence of the tertiary provider(s) and increasing its

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integration with the community, this will ensure that the tertiary provider(s) becomes well entrenched in the Darwin and Territory way of life.

d. Reputation of the tertiary provider

Reputation is an important aspect of the success of any tertiary provider(s). A good tertiary provider(s) is one that is a provider of choice and an attractive destination for students, researchers and staff. It will have a reputation for producing high quality graduates who are in demand by employers and undertaking high quality research that benefits the community and economy, and a good reputation among academics, staff, industry and the community. Employment opportunities for graduates is also a major drawcard for potential students.

It is generally accepted that it takes around 50-100 years for a tertiary institution to confirm its reputation. This highlights that the University Capital Project is one that needs to be considered as long term, and something that will not happen immediately. CDU was established in 2003, which makes it a relatively young institution that is in the early stages as a tertiary education provider. However it is also recognised that in the short time that CDU has been offering tertiary and VET education in Darwin, it has significantly improved its standing among other providers in Australia. Similarly, BIITE has is also aiming to make reputational gains through its current process of continual improvement.

A key requirement of a good tertiary provider(s) is having a good concentration of talented researchers, teachers and students. Ideally, these should be sourced without factoring in borders, whether they are local, national or international. Any tertiary provider will need to ensure that it is competitive in the market of attracting teachers, researchers and students if it wants to be competitive with other universities across Australia and the world. For example, the University of Otago has spent significant resources on ensuring that it has exceptional teaching and research facilities and has developed an academic reputation of quality education and a multi-disciplinary approach.

Given the size Darwin and the surrounding Territory population, it may be prudent to consider establishing and confirming the Territory as a leader in certain areas and attract individuals to that particular field. It is also noted that having top researchers will also ensure

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10 Forbes.com What makes a University Great? Jamil Salmi, viewed 3 May 2011
that the tertiary provider(s) receives adequate investment from all potential avenues for research. Given the global competition for researchers generally, having made adequate investments to entice those researchers will be crucial\textsuperscript{11}.

Given that CDU is a very young university, there is sufficient time to establish long term goals which will result in Darwin and the Territory developing as a university capital. Some of the aspects which may well become a focal point for CDU will be the development of the oil and gas industry in the Northern Territory, Indigenous education/research, and any issues relating to climate change/renewable energies.

6. Hub for International Education
A linked target in the Territory 2030 Strategy was to develop Darwin as a hub for international education. It is important to identify what this means so that this can also be addressed as part of the University Capital Project.

*What is International Education?*
Similar to developing a university capital, developing a hub for international education has a multitude of dimensions; including social, cultural, academic, economic and political aspects. A focus on international education will assist in creating a global context to the delivery of tertiary education and training in Darwin. This will add to the impact that tertiary providers will have generally on the Darwin and the greater Territory community.

In order to establish Darwin as a hub for international education, it will be important that quality teaching and research opportunities are on offer for international students and that this occurs in a location that provides adequate resources, support services, infrastructure, accommodation and personal safety. In order to do this, it will be necessary for tertiary providers in Darwin to continue to develop partnerships with other international tertiary providers and governments, so that the Territory can trade in international education.

The development of Darwin as a hub for international education should also have the effect of opening up many opportunities for local students to undertake study and research abroad. This will broaden the university experience of the students that come to Darwin to study and further develop the reputation of the tertiary provider.

\textsuperscript{11} Mather, J, *ERA Influence Talent Search*, Financial Review (Education), 28 March 2011
Darwin as a hub for international education will also benefit the Territory through the development of relationships with foreign universities, governments and communities, leading to graduates who are global citizens and creating opportunities for further links with overseas partners for business and industry.

What will help to create a hub for international education?

The creation of a hub for international education will need to be specifically addressed in the University Capital Project strategic plan. However, in order to create a hub for international education, it will be important to identify what will draw international students to Darwin for their education.

The New Zealand Government has published a strategy\textsuperscript{12} detailing their approach to international education and many of the goals, outcomes and objectives set by the strategy are consistent with the goals and aspirations of this project. They include:

- Developing curriculums and programs with an international and intercultural context and perspective
- Making use of cultural diversity, international experts and virtual learning classrooms to further enhance the teaching and learning experience
- Offering foreign languages that reflect the requirements of the region (locally and globally)
- Involving community cultural and ethnic groups in the teaching, research and extracurricular activities of the tertiary provider(s) (further assisting with the community engagement of the four key aspects of developing a university capital)
- Encouraging students, teachers and staff to undertake cultural exchanges
- Delivering programs overseas in partnership with foreign universities
- Establishing a shop front or campus in overseas locations
- Participating in international research and teaching projects

It may also be prudent to broaden the definition for international education in Darwin, so that includes other educational experiences. For example, there are many providers who conduct educational tours in the Northern Territory, including for the overseas market. Given the

\textsuperscript{12} New Zealand Government, \textit{The International Education Agenda: A Strategy for 2007-2012}
substantial Indigenous population and culture in the Territory, this may be an economic market for Indigenous Territorians.

CDU has already made significant effort in developing its international education arrangements and it appears that CDU will continue to foster this over the long term. It has been pro-active in seeking partnerships with other international providers (eg the Confucius Institute) to foster cultural exchanges on a number of levels. It will be important for CDU to continue to reassess this over time and to ensure it is capturing an appropriate market, identifying areas of need and addressing community concerns and expectations.

7. Challenges for a regional university?
As with other regional centres in Australia, the delivery of tertiary education in northern Australia comes with its challenges and difficulties. These challenges are exacerbated for the Territory due to the population size, population demographics, infrastructure and delivery costs, and the sheer distance from other major population centres. This is very similar to the experience at University of Alaska Fairbanks. However, despite those challenges, the benefits of having a regional university in the Territory are considerable. In their 2005 paper\textsuperscript{13}, W J Lovegrove and JR Clarke listed some the benefits of having a regional university, including:

- Economic competitiveness;
- Urban and rural regeneration;
- Regional labour markets;
- Access to learning;
- Health and social wellbeing;
- Cultural impact;
- Sustainability;
- Regional governance and leadership;
- Network building;
- Marketing;
- Sharing of facilities; and
- Community attitudes.

\textsuperscript{13} Lovegrove WJ and Clarke JR, \textit{Reconciling International Aspirations with Regional Responsibilities: The University of Southern Queensland (USQ) as a Case Study for a Regional Transnational University}
The Bradley Review\textsuperscript{14} noted that a for a regional stand alone university to be viable, it requires a supporting population base of 500 000 people and an enrolment of at least 5000 full time students. Given that the population base of the Territory is only around 230 000\textsuperscript{15}, and of that figure, approximately half reside in the greater Darwin region, additional support will be required for the viability of tertiary providers in the Territory. Currently, CDU has only around 4000 FTE students in its higher education stream of learning.

There is also a significant proportion of the Territory population who are Indigenous and much of the population live in remote to very remote areas. This creates unique challenges for the delivery of tertiary education to the Territory population. Without adequate support from governments and the community, it would be near impossible for a tertiary provider to operate successfully in the Territory.

One of the suggestions raised in the 2030 Strategy was to investigate options for other tertiary providers to come to the Territory and offer educational facilities for the Territory population. Given the challenges from the relatively modest population and market, it is unlikely that there is a long term economic viability for other tertiary educational providers entering the market with a major base in Darwin. In addition, any viability that might be achieved could place at serious risk the viability of the existing tertiary providers. However these challenges could partly be addressed through partnership arrangements with CDU to share facilities and student support and accommodation services, as has been done in the past with other interstate and international providers (eg Flinders University, Australian National University, Confucius Institute etc).

Despite this regional challenge, CDU embraces a significant responsibility to be responsive to the needs of the Territory and assure that it is an essential component of the Territory’s social, environmental, cultural, political and economic prosperity, hence maintaining its relevance for the Territory. Given this challenge, in a population base that cannot easily support it, innovative strategies need to be sought. Achieving and maintaining adequate support will be vital to the future of tertiary providers in the Territory, as well as the success of the University Capital Project.


\textsuperscript{15} Northern Territory Budget 2011-12 Economy Book, May 2011
8. Strategic Context
There are currently a number of strategic plans which should be considered in structuring a strategic plan for the University Capital Project. It is important that it is aligned with the strategic plans of the key bodies involved. Once the University Capital Project has the commitment of the key stakeholders – NTG, DCC and CDU – it will be important for all these parties to factor in the University Capital Project as they draft further strategic plans. For the University Capital Project to be truly successful, maintained dialogue between all players will be vital. Furthermore, given the Project’s long term nature, it will require a commitment over many decades.

*Darwin City Council*

The DCC has a number of strategic plans which may have an impact on the University Capital Project.16

**The Capital City Charter** is a commitment by DCC and NTG to work together with community to enhance the physical, social, artistic, historical, cultural, commercial and environmental aspects of Darwin. One aspect of this commitment is to focus on improving the central business district – a more visible presence of the tertiary provider(s) in the CBD could be a perfect opportunity to capitalise on the commitment as well as boosting Darwin’s university capital status.

**The Evolving Darwin Plan** is a strategic plan from 2008 to 2012. The general areas covered are: effective partnerships and engage in collaborative relationships; enhance Darwin’s active, positive and flexible lifestyle; assist individuals and the community stay connected with the Darwin region; create and maintain an environmentally sustainable city; facilitate and maintain a cohesive community; promote brand Darwin; and demonstrate effective, open and responsible governance. Each of the goals set out by DCC could benefit from tapping into the University Capital Project.

Another project of DCC which might also impact on the University Capital Project is the **Sister Cities Program**. The mission of the Program is to increase international understanding with their sister city partners (currently with Kalymnos, Anchorage, Ambon, 

Haikou, Milikapiti and Dili) through the promotion of international communication and exchange at the community level\textsuperscript{17}. The development of Darwin as a hub for international education is likely to have many synergies with the Sister Cities Program and these should be explored further as the University Capital Project takes shape.

\textit{Northern Territory Government}

The University Capital Project is a key target in the Territory 2030 Strategic Plan\textsuperscript{18}. The project also has many links to other key targets identified in the 2030 Strategy, including: investing in and valuing our people, cultures and communities; investing for long term growth; growing local industry; capturing new opportunities; and developing a focus on research and innovation.

There are many other specific strategic plans of NTG agencies which will need to factor in the University Capital Project, particularly if it becomes more than just a branding exercise. These include strategic directions in the areas of urban planning, transport, housing, health, education, tourism and other areas as they impact on university planning, students, staff and businesses/industries supporting the tertiary provider(s).

\textit{Charles Darwin University}

CDU currently has a strategic plan in place until 2014\textsuperscript{19}. CDU has a vested interest in maintaining and increasing its student base, however it also has a vested interest in boosting its reputation and ranking within the higher education community. Therefore any strategic plan of CDU should automatically fit with the University Capital Project. What will be important over time is that CDU maintains regular discussions with DCC and NTG to ensure that the plans made by the other two parties are aligned.

\section{University Capital Vision}

Taking on board all the elements from other university capitals around the world, factoring in Darwin and the Territory’s unique elements, and overlooking any known or potential barriers for the University Capital Project, below is a list of the elements which could be the focus for turning Darwin into a truly great university capital:

\textsuperscript{17} \url{http://www.darwin.nt.gov.au/council/sister-cites} viewed 9 August 2011
\textsuperscript{18} \url{http://www.territory2030.nt.gov.au/doc/T2030_Strategic_Plan.pdf} viewed on 29 June 2011
\textsuperscript{19} \url{http://www.cdu.edu.au/about/strategic-plan-2010-2014} viewed 29 June 2011
Economic, social, cultural and political impact of the tertiary provider

- The tertiary provider(s) is well connected to the economic, social, cultural and political developments in the Territory.
- The tertiary provider(s) interacts with industry and business to ensure that its focus is relevant.
- There is a significant development in Darwin’s creative arts industries and this is recognised nationally and internationally.
- There is a sense of engagement between the tertiary provider(s) and the Territory community.
- The people of Darwin and the Northern Territory have a deep sense of pride about the tertiary provider(s) and achievements.
- There are increased partnership arrangements between the tertiary provider(s) and the broader Territory community, business and industry.

Communication between the tertiary provider and the community

- There is mutual support between the City of Darwin and the tertiary providers and ongoing dialogue between them.
- There is ongoing harmony between the tertiary provider(s) and the Territory community.

Integration of the tertiary provider and the community

- Darwin develops a vibrancy which is attributed to CDU (and any other tertiary providers) and its impact on the community.
- Continue to identify and establish partnership arrangements with international providers to continue to develop opportunities for international students to study in Darwin, or for CDU students to study overseas, as well as the integration of markets.
- Community and town planning in Darwin has a focus on inclusion of tertiary education opportunities so that education and training becomes a focus of activity.
- An innovative way is found to integrate the university into all areas of Darwin (not just Casuarina and Palmerston). This would also include any new developments in the outer Darwin region (eg Wedell).
- There is an increased use of university facilities by the general community, including the flexible education options and online learning.
Reputation

- Darwin becomes recognised for its tertiary provider(s).
- CDU becomes a recognised leader in nominated fields of tertiary study and research where the Territory has a comparative advantage over other providers such as tropical, desert and indigenous knowledge.
- CDU is recognised for its leading approach to education, research and community engagement.
- CDU continues to improve its Australian and world university rankings.
- Continued identification of partnership arrangements with other tertiary providers to expand teaching and research opportunities in the Territory.
- CDU becomes a significant drawcard for students and visitors to Darwin and the Northern Territory.
- There is a continued emphasis on attracting world class academic staff and researchers to CDU.
- There is a strong emphasis on providing exceptional Higher Education and Vocational Education and Training facilities at CDU.
- CDU becomes one of the leading online universities in Australia.
- CDU becomes the leading regional university in Australia and a blueprint for other regional universities throughout Australia and the world.

Note: This list is by no means comprehensive, although if all these items were to be achieved, they would make a significant impact on Darwin as a university capital.

10. Potential Obstacles or Issues

University Capital Project Generally
One of the most significant barriers to this Project will be ongoing support for the concept of developing Darwin as a university capital and a hub for international education. It is important to recognise that for the concept to materialise, it requires a long term commitment from all stakeholders. It will also be crucial that there is a constant monitoring of local, national and international issues that will impact on the Project and its success. Examples of this include issues impacting on international students studying in Australia, internal and external impacts on the Australian economy, national changes to the regulation of Higher Education and VET in Australia, impacts on the provision and funding of research in Australia etc. It will be vital that the Project strategic planning process incorporate regular
evaluation and recursional goal setting in order to be able to re-align itself with any changes so that it can remain relevant in a local, national and international context.

Specific issues relating to the four pillars include:

**Economic, social, cultural and political impact of the tertiary provider**

- Increased demand on public amenities (health, transport, roads, police etc)
- Funding requirements for project – budget constraints and competing priorities
- Knowledge-based urban development – shift in focus in planning to a knowledge-based planning focus.
- Investment capacity – internal, external, NTG, Federal, DCC
- Issues of workforce supply – if project helps to boost industry, how will that likely impact on Territory’s labour force
- What is the likely fall out if the project is cancelled?

**Communication between the tertiary provider and the community**

- Support for the tertiary provider(s) – in what form?
- Maintained communication by and with tertiary provider(s)
- How to promote investment in the University Capital Project

**Integration of the tertiary provider and the community**

- Infrastructure funding – both for the tertiary provider(s) and Darwin in general
- Infrastructure, both on and off campus
- Student accommodation
- Impact of rising student numbers on the surrounding community
- Internal and external impacts (foreseen or unforeseen) on the delivery of flexible and online learning

**Reputation**

- How to increase ranking against other universities across Australia (appropriate to the time)
- How to continue to attract and retain quality teaching and academic staff
- How to attract research and investment funding
- Competition – whether competition with all other universities (students/staff/funding) or through the encouragement of establishing another tertiary education institution in Darwin/Northern Territory.

**International Education**

- Federal government regulation of visa requirements for international students
• Competition with other tertiary providers through Australia and the world.
• Provision of services generally and any specifically required to entice international students to the Territory.
• Costs for full-fee paying students.

11. Focus for the University Capital Project
The University Capital Project Committee has identified a number of specific areas which will require a strategic focus if the Project is to be successful. These include:
• Urban planning;
• Marketing and communication;
• International education;
• Provider quality/choice;
• Knowledge centres;
• Creative industries;

Relevant to all of these strategic areas are two broader themes, which require robust discussion regarding their potential to either facilitate or possibly impede the development of Darwin as a University Capital. These broad themes are:

• Enhancing education opportunities; and
• Flexible Learning, through virtual/online communities.

12. Taking the Next Step
This scoping paper will be vetted amongst stakeholders to measure its face validity and to identify any strengths, weaknesses, opportunities or challenges that have been overlooked. This information will be fed into the draft University Capital Project strategic plan.

A public forum is planned for 9 September 2011 to provide an avenue for discussion on the scoping and discussion paper, and follow-up forum is to be held early 2012 to vet the strategic plan. Through these forums and feedback, it is the intention of the University Capital Project Committee to raise awareness, promote and gauge interest in the University Capital Project. More information about the project and workshops can be accessed online at:
Prepared and submitted by:
The University Capital Project Committee:

- Associate Professor Bill Wade, CDU Representative
- Anne Coleman, NTG Representative
- John Banks, DCC Representative
- Felicity Evans, University Capital Project Officer
STAKEHOLDER BODIES

Territory 2030 Subcommittee of Cabinet
Members:
- Chief Minister (Chair)
- Deputy Chief Minister and Treasurer
- Minister for Indigenous Development
- Parliamentary Secretary to Territory 2030

About the group:
The Subcommittee of Cabinet has been established to oversee the implementation of the Territory 2030 Strategic Plan. The Co-chairs of the previous Territory 2030 Steering Committee (Mr Bill Moss AM and Ms Vicki O’Halloran) and the Chief Executive of the Department of the Chief Minister also attend these meetings.

CDU/NTG Partnership Agreement Peak Group
Members:
- Chief Executive of the Department of the Chief Minister, (Co-chair)
- Representatives of the Northern Territory Government
- Vice-chancellor, CDU (Co-chair)
- Representatives of CDU

About the group:
The group was established to oversee the NTG and CDU Partnership Agreement 2007-2012.

Capital City Committee
Members:
- Chief Minister
- Minister for Lands and Planning
- Darwin Lord Mayor
- Nominated DCC Alderman

Ex-officio members are the:
- President of the Chamber of Commerce
- President of the Property Council

About the group:
To oversee the co-ordination, planning and co-operation between the NTG and DCC
Appendix B

STAKEHOLDER REFERENCE PANEL MEMBERS

- Ms Wendi Masters, Director, Strategic Policy Training and Higher Education, Department of Employment and Training
- Mr Adrian Mitchell, Director, Batchelor Institute of Indigenous Tertiary Education
- Professor Gary Davis, Deputy Vice-Chancellor Academic, Charles Darwin University
- Professor Sharon Bell, Deputy Vice-Chancellor Research and International, Charles Darwin University
- Professor Steven Larkin, Pro Vice-Chancellor Indigenous Leadership, Charles Darwin University
- Professor Martin Carroll, Pro Vice-Chancellor Learning, Teaching and Community Engagement, Charles Darwin University
- Charles Darwin University Alumni Representative
- Darwin City Council Representative