

# Two Year Report Card

**Achievements of the University over  
the past two years**



# Why Have a University?

- **Our University supports regional growth, and the career and personal aspirations of Territorians**
- **For the Territory to grow we need to have our own educated workforce and leaders**



# Simple Statistics of Our University

- **18,000 + students**
- **5<sup>th</sup> largest employer in the Territory**
  - approx 1500 permanent and part time employees
- **Spending is greater than \$150 million**
- **In 2004 contributed \$4.6m in Payroll Tax**
- **±85% of all Higher Education and VET in the Northern Territory**

# University Vision

***To be a thriving university that dares to be different and takes advantage of its unique geography and demography to benefit the whole community through education, research and community engagement***

# Giving Life to the Vision

- **For the University to thrive it must:**
  - **Comply with obligations both Territory and Federal**
  - **Address issues of sustainability**
  - **Have a suite of valuable activities**
  - **Deliver quality outcomes**

# Supporting the Vision and Direction

- **The *NT Government Strategic Directions* identifies key priorities**
  - **Jobs for Territorians and Population Growth**
  - **Education**
  - **Healthier Communities; and**
  - **Safer Communities**
- **The University is critical to this because it:**
  - **Educates Territorians for employment**
  - **Provides educators for the future**
  - **Helps develop a skilled future workforce**

# Governance

***“If management is about running a business, governance is about seeing it is run properly.”***

**Brendan Butler, SC**

# Council

- **Trustee Model:**  
**The Council is the policy making body of the University, and is not involved in management of the Institution but reviews management in achieving the University's strategic direction and matters of policy**
- **15 members of Council**  
**At least two must have financial expertise and one must have commercial expertise**
- **Council committees (5)**

# Governance

**Charles Darwin University Act**

**University By-Laws**

**National Governance Protocols**

**Council Operations**

- Compliance**
- Risk Management**
- Overarching Policies**
- Code of Ethics**
- Monitoring**
- Strategic Plan**
- Budget**
- Management**

# Starting the University

## *Laying the Foundations*

### **Council has:**

- **Established a framework for operation of the new Charles Darwin University**
  - **Policies, Code of Ethics, Risk Management, Performance Review, etc.**
- **Had Input on new Strategic Plan, themes of which are:**
  - **Supporting advancement of the region**
  - **Institutional sustainability**
  - **Pathways for education**
- **Achieved compliance with National Governance Protocols**

# What has the Council done?

**Monitored and reviewed the operations of the institution via:**

- **Budgets**
- **Financial statements**
- **Risk Register**
- **Compliance toward Strategic Directions**
- **External reviews**

**Reviews of performance of:**

- **Chancellor**
- **Vice Chancellor**
- **All Council members**

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# Institutional Sustainability

**The expenditure on VET and Higher Education delivery is similar**

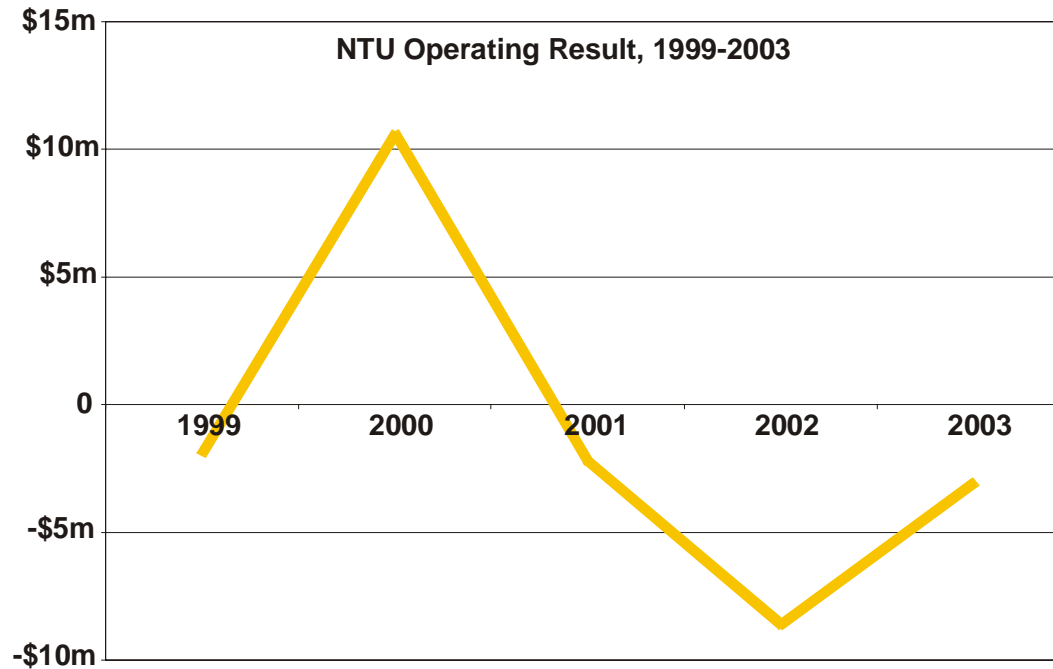
**Vocational Education  
and Training  
\$58m**

**Higher Education  
\$59m**

**2004 Expenditure**

# Institutional Sustainability

**A challenge for the new University was overcoming recent poor financial performance**



# Institutional Sustainability – Highlights

## Improvement in operational result (parent entity)

	<b>Revenue (ex. Capital)</b>	<b>Expenditure</b>
<b>2004</b>	<b>\$118.3m</b>	<b>\$117.5m</b>
<b>2005</b>	<b>\$117.5m</b>	<b>\$117.1m</b>

# Institutional Sustainability

**Significant capital investment supported by both governments**

- **Physical infrastructure (>\$13m)**
- **IT infrastructure (>\$10m)**
- **Planning for the future**

# Institutional Sustainability – Highlights

- **High-quality costing information developed**
- **New approach to budget setting**
- **Improved planning and funding with NT DEET to support VET**
- **Shared facilities agreements with a range of institutions**

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# Strategic Directions

- **Supporting advancement of the region**
- Institutional sustainability
- **Pathways for education**

Supporting advancement of the region

**Programs and activities linked to the needs of the Northern Territory and the surrounding region**

- **Bring together four institutions – critical mass**
- **Partnership with NTG**

# Supporting advancement of the region – goals by end 2006

- **Recognised as the people's university in the Northern Territory - as a cultural and intellectual asset, a unified institution delivering quality Vocational [VET] and Higher Education [HED] programs**
- **On the radar screen elsewhere in Australia - a place that the Commonwealth and companies are turning to for input into solutions relevant to operations in, services to and sustainable development of rural and remote communities**
- **Causing overseas players to take notice - particularly those from centres of excellence in tropical or desert issues or the interplay between indigenous and western cultures**
- **Confident of itself and its future**

# Supporting advancement of the region – goals by end 2010

- **Having an Indigenous load nearing parity with population proportion**
- **Attracting significant numbers of interstate and international students**
- **Recognised nationally**
  - **As an institution that is changing and influencing the world around us**
  - **As providing the Territory with skilled graduates from both VET and HED able to translate their learning into practice in cross cultural environments**
- **Recognised internationally as a centre of excellence in areas of:**
  - **Tropical knowledge**
  - **Desert knowledge**
  - **Indigenous and cross cultural knowledge**
- **Providing socially robust knowledge and capacity**

# Pathways for education

**Leverage the dual sector nature and unique position to provide appropriate pathways for the local population **and other target student markets****

- **VET to HED and vice versa**
- **From other institutions, locally - such as Batchelor - and national/ overseas institutions to CDU**
- **Enabling/foundation programs**

# Attributes

- **Professional:** A university with proven professional standards in education, career development and research
- **Personal:** Access to a personal, supportive environment that provides a catalyst for people to succeed
- **Unique:** The unique environments in which we live, work, teach and study provides diverse and exciting opportunities and lifestyle
- **Bold:** A dynamic, innovative and confident organisation delivering intellectual leadership
- **Savvy:** An ambitious university with a reputation for providing solutions to society's needs
- **Recognition:** Dedication to high standards, social involvement and new thinking creating a strong profile nationally and internationally

# High level reviews and consultation

- People development and management
- Risk
- Capability – strengths/opportunities [threats and weaknesses]
- Benchmarking average outputs in teaching and research across national VET and HED system, incl staff:student ratios, unit enrolments
- Infrastructure, particularly IT and corporate systems
- What constitutes value for mission oriented research and how is CDU going?
  
- NTG
- Commonwealth
- Business
- Indigenous
- Schools
- Research funders and customers

# Way forward:

## **Five core functional areas:**

- **Teaching and learning**
- **Research**
- **Business development**
- **Community and access**
- **Corporate services**

**Schools**

**Faculties/IAS**

# New VET programs and/or delivery – particularly on location

- **Changes in ‘NTG supported’ programs commensurate with employment demands**
- **Trades delivery increased: 300 additional apprentices**
- **Introduction of Welding Technology Institute of Australia’s International Welding Practitioners and International Welding Supervisors (IWS) courses: only accredited IWS course in Australia**
- **Certificate III in IT delivered in the workplace**

New VET programs and/or delivery – particularly on location

- **Essential Service Operators (ESO) program: 18 indigenous students, employed by the Power and Water Corporation gained Certificate II**
- **Certificates II in Hospitality and in Tour Guiding on location in Kakadu and Certificate II and III in Hospitality on location at Yulara**
- **Flexible delivery partnerships with companies across the NT**

Enhanced Indigenous VET  
outcomes: participation at 25% in VET  
programs – enhanced remote activity

- **New MALU delivering VET on location in Central Australian Communities including VET in Schools**
- **Certificate I Indigenous Landcare groups and Indigenous Rangers with over 50 students graduating to date**
- **First Certificate IV graduates in Music Business**
- **Certificate II and III in Community Services in Layhnapuy Homelands**
- **Leveraged Commonwealth Away from Base funding from zero in 2003 to \$1.7m into NT Indigenous training**

Enhanced Indigenous VET outcomes: participation at 25% in VET programs

- **Significant increase in Indigenous apprentices – facilitated by VET in Schools and Taste of VET/Try a Trade**
- **Enhanced involvement in events such as the Croc Festival – 2000 students from 49 schools around Central Australia**



# Australian Technical College

- **Together with Territory Construction Association, Motor Traders Association, Australian Hotels Association, Chamber of Commerce and Industry, Group Training NT**

# Higher Education activities: undergraduate initiatives

- **Complete civil and mechanical engineering streams**
- **Complete Pharmacy degree**
- **Multimedia**
- **Professional communications**
- **Modern Greek units**
- **Greater integration of Indigenous [traditional] knowledge into law, environmental science, visual arts, tourism management extending to other relevant degrees**
- **Nursing, education and business degrees under review**

New Higher Education  
activities: **getting to the future first**

- **First on-line Law degree in Australia**
- **First on-line Indigenous Art History units**
- **Business degree with stream for, and developed with, Indigenous students**

# Higher Education activities: pathways

- **Credit and articulation arrangements for all students VET- HED**
- **Specific attention to pathways from Batchelor to CDU**
- **Agreed articulation from in house defence programs**

New Higher Education  
activities: **postgraduate leadership**

- **Masters in Engineering**
- **Masters in Engineering Management –  
Popular with international students and will  
be delivered externally from 2006**

**Unique joint offerings with MBA and MIT**

# New Higher Education activities: postgraduate through partnerships

- **Graduate certificate/diploma and MBA together with Australian Institute of Management**
- **Graduate certificate/diploma in Governance, Management leading from specific leadership programs with NTG**
- **Graduate certificate in Police Leadership with NT PFES**

# New Higher Education activities: postgraduate through partnerships

**Graduate School of Health Practice in partnership with NT HCS with a focus on multi-professional practice**

- **‘Nurse practitioners’ – renal, mental, acute care, critical care [national opportunity] with pathways for experienced Aboriginal health practitioners**
- **Maternal and child health**
- **Therapies**
- **Allied health**
- **Health management**

# New Higher Education activities: prospective international partnerships

## **China**

- **Southeast University [Nanjing]**
- **Wuhan University of Technology**
- **Hubei University (Wuhan)**
- **East China University of Science and Technology (Shanghai)**

## **Malaysia**

## **Indonesia**

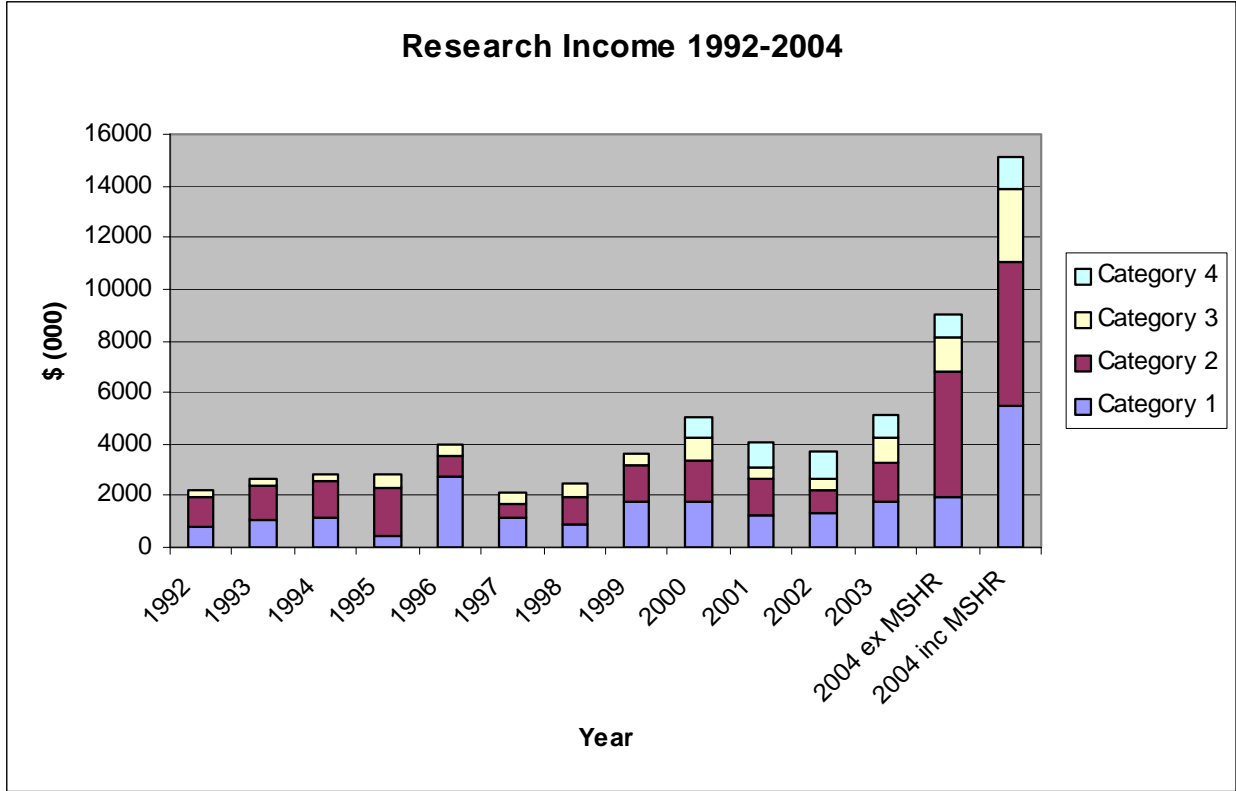
# Research Focus

## **Focus and excellence through teams**

- **Natural and Cultural Resource Management**
- **Human Health and Well-Being**
- **Teaching, Learning and Living**
- **Community, Development and Identity**

**With the underlying themes of tropical and desert environments, indigenous knowledge and development in regional and remote environments – ‘**tough environments**’**

# Research Inputs



# New research partnerships: national

- **Under TriState Tropical Science Knowledge and Innovation**
  - **Sustainable Management of Tropical Riverine and Coastal Ecosystem**
  - **Emerging Infectious Disease Alliance**
- **Under NTG partnership**
  - **Accelerated literacy**
  - **Tourism research**
- **Institutional**
  - **AIMS**
  - **AIATSIS**
  - **Tourism - International Centre of Excellence**
  - **Australian Creative Innovation Systems**

# New research partnerships:

## International examples

- **CIFOR**
  - Leading a project involving 26 tropical countries
- **Timor l'Este**
  - Rivers and agricultural productivity (UNDP)
- **Sri Lanka**
  - International Water Management Institute
- **Indonesia**
  - Fire management (ACIAR)
- **China**
  - Midwifery practices for minority populations in Shanxi and Sichuan
- **PNG/Timor l'Este/Indonesia/Samoa**
  - Health services development (WHO)

# Growth in Regions

- **Now six research staff based in Alice Springs - [Desert Knowledge focus](#)**
- **New HED facilities in Alice Springs**
- **Katherine campus used for a range of programs and expanding as hub of regional and remote activity in the north**



# Key sociocultural role

- **Charles Darwin Symposia**
- **Coordination of Garma Forum**

**complementing**

- **DSO involvement**
- **Northern Editions**
- **Guitar Festival**
- **Centre for Youth Music...**

**Together with the University Foundation**

# Indigenous students given a taste of uni: June 2005

**About 120 Indigenous Year 10 students from nine schools in Darwin; similar program in Alice Springs**

- Program to introduce university as a next step; VET and HED explained
- Year 11 and 12 subjects needed to get into specific discipline areas
- Link Indigenous year 10 students with Indigenous Academic Support Lecturers who will assist them in their transition through to year 12 and University enrolment



# National recognition for staff

- **2005 ANTA award of Excellence for Innovation Development in VET – creating a human element for effective e-learning through video [Alice Springs team]**
- **Australian Vocational Education and Training Research Association New Researcher Paper of the Year Award 2005**

# National recognition for staff

## **Finalists currently** in the

- **Australian National Teaching and Learning awards**
- **Business Higher Education Round Table Award**
- **22nd ASCILITE Awards [for exemplary use of electronic technologies in teaching and learning in tertiary education]**
- **National VET Trainee of the Year**

# Continuous Improvement

- **Review - together with 3<sup>rd</sup> parties**
- **Feedback**
- **Benchmarking**

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# Quality in Teaching and Learning

## **Good starting point**

- **Highest rankings in Good Universities Guide to Postgraduate and Career Upgrade Courses**
- **Above average outcomes in Good Universities Guide to undergraduate programs**
- **Satisfied eligibility criteria for the Commonwealth Government Learning and Teaching Performance Fund**
- **Good outcome from Australian Quality Training Framework (AQTF) audit of VET operations**

# Quality in Teaching and Learning

## **Planned Approach for Improvement**

- **Leadership**
  - Leader, Teaching and Learning Development
  - Director VET, Quality and Planning
  - Teaching and Learning Champions
- **Teaching and Learning Operational Priorities Plan**  
<http://www.cdu.edu.au/teachingandlearning/tlopp.html>

# Quality in Teaching and Learning

## **Improved Teaching Practice**

- **Introduced new Academic Induction**
- **Extended program of professional development**
- **Sharing best practice and higher visibility**
  - **Teaching and Learning Week**
- **T&L Grants & Awards schemes**

# Quality in Teaching and Learning

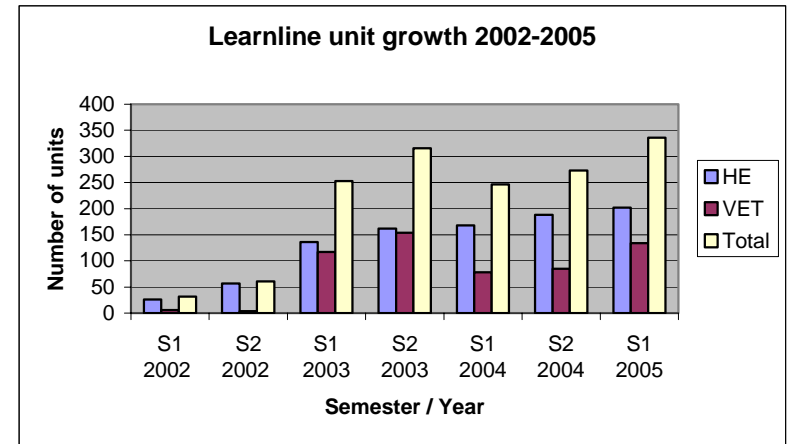
## Improved effectiveness and efficiency

- **Ongoing Process development**
  - **Course accreditation and re-accreditation and review**
  - **VET enrolment, reporting and data integrity**  
improved outcomes from invalid enrolment audits
  - **New student complaints process**
  - **New student evaluation process**
- **Course and Unit review**
- **Strategic collaboration**
  - **Open University Australia**

# Quality in Teaching and Learning

## Increased emphasis on flexible delivery

- Increased offerings in more flexible mode



- Learning Technologies Project
- New arrangements for learning resource production
- Enhanced VET–HED pathways and cross credit arrangements

# Quality in Teaching and Learning

## **Increased Student and Client-centredness**

- **Graduate Attributes and Generic Skills**
- **Learning Support Project**
  - **Addressing attrition/retention issues**
- **Increased stakeholder engagement**
  - **New process for student evaluation of learning and teaching experience**
  - **New processes for industry engagement and course advisory groups**

**Charles Darwin University**  
**– an engine for growth in Northern  
Australia**