Issues

The parties agree the key issues to be addressed are:

- To sustain the commitment to positioning Charles Darwin University as an institution that is distinctly adapted to Territory needs with the best possible reputation for its size;

- The continued development of an array of first class undergraduate courses delivered on-campus in Darwin, Palmerston, Katherine and Alice Springs, and more remotely through new innovations in distance education.

- To build nationally recognised intellectual teams such that Charles Darwin University becomes the place of choice for the provision of continuing education for communities, companies and government enterprises and their first port of call for policy advice, analysis of problems and delivery of solutions.

- The continued positioning of the University such that it is the first choice for young people of all ethnic backgrounds for both post-secondary practice based education and higher education.

- Viability issues arising from diseconomies of scale with a small population;

- Increase the number of international enrolments;

- Increase the breadth of the funding base for the University’s nascent research program; and

- Achieve administrative services and supporting systems and infrastructure that are of maximum efficiency, economy and performance.

Goals

1. Charles Darwin University is recognised as the people’s university in the Northern Territory, as a cultural and intellectual asset and as a unified institution.
2. That Charles Darwin University will be an institution 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 in the desert and wet/dry tropical regions of Australia.

3. That Charles Darwin University attracts international investment, and collaboration in and with its centres of excellence in tropical and desert knowledge, and arising from its expertise in the interplay between Indigenous and western cultures.

**Strategies**

*The parties agree the key strategies they will employ are:*

- Work cooperatively with NT Government on all matters, policy, service delivery, infrastructure or capability related to the sustained offering of choice and quality in post compulsory education for the people of the Northern Territory

- Identify key areas in which intellectual capacity needs strengthening. Ensure the planning for these positions is part of the academic development plan of the University and where relevant include senior government personnel on academic selection committees for new university positions and vice versa (cf Schedules 1.2, 1.3 and 1.4, 2.1, 2.6, and 4.5);

- Whilst recognising the need to provide a broad range of programs, link, where appropriate, VET, undergraduate and postgraduate coursework program development to national and jurisdictional workforce shortages.

- Build a research profile in the key areas of tropical and desert knowledge - Indigenous and Tropical Health, and health services delivery governance, Environmental, Cultural and Natural Resource Management, Education and Learning, and Education Services Delivery, Society, Communication and Identity, and Arts, Arts Business, Economics and demography.

- Appoint key Government agency staff as adjunct positions to the University with clearly defined capacity strengthening responsibilities;

- Set a new national benchmark for excellence in the integration of Indigenous culture, knowledges and perspectives in both organisational management and tertiary education and research design and delivery, and

- Establish Indigenous undergraduate fellowships for individuals wishing to pursue a career in University / education administration.

- Build community and government support in every practicable way.
Performance Indicators

The parties agree the indicators to be used are:

- Increase in number of top students retained in the Northern Territory each year,
- Number of research students undertaking research programs located in the southern region,
- National and International reputation of the University in 2008,
- Improvement in community perception regarding the accessibility, importance and relevance of the new University, and
- Maintenance of 30% of VET students identifying as Indigenous
- Annual increments of the numbers of Higher Education students identifying as Indigenous to a target in 2010 of Indigenous representation in higher education being on parity with population demographics
- Increase number of Indigenous staff, administrative and academic, to reflect population demographic by 2010.