Supporting
Australia’s Northern Territory
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Charles Darwin University
Annual Report 2006

To the Hon. Paul Henderson MLA
Minister for Employment, Education and Training

I have the honour to present to you, for tabling in the Northern Territory Parliament, the Report of the Council of Charles Darwin University for the year ended 31 December 2006, furnished in accordance with the reporting provisions of the Charles Darwin University Act, 2003.

RICHARD RYAN AO
Chancellor
30 June 2007
Charles Darwin University is proud to be a regional institution, supporting the career and personal aspirations of northern Australians.

How does Charles Darwin University support the Northern Territory?

- With a wide range of Higher Education and Vocational and Technical Education offerings
- With dedicated approaches to maximise access to education across very diverse geographic and demographic settings
- With focused research activities that address regional areas of need
- With business development activities that utilise University know-how and assets for the broader advantage of the community
- With a responsiveness to the challenges associated with rapid change and high expectations from the community.
Contents

Letter to stakeholders 4
CDU snapshot 8
Achievements in the first three years 16
Northern Territory Government–Charles Darwin University Partnership Agreement 25
Teaching and Learning 28
Research 37
Community and Access 45
Business Development 50
Corporate Services 54
Summary of Financial Statements 60
University Governance and Executive Management 64
Acronyms 69
Contacts 70
Letter to stakeholders

The year 2006, the third in the life of Charles Darwin University, has seen us move beyond activities associated with amalgamations and establishment and begin to live our vision.

Regional community

Charles Darwin University is a regional institution and an integral part of the Northern Territory community. Support for the aspirations of the regional community is the foundation on which the University was established. Enrolment numbers across the range of Higher Education and Vocational and Technical Education offerings was around 11 percent of the local population 14 years of age and older, numbers supplemented with increasing participation from interstate and international Higher Education students. Indigenous participation has also increased.

The University continues to shape its activities and offerings to meet the specific needs and challenges of Northern Australia and the surrounding region. Capacity-building in the context of the diverse needs of a small population is one major regional challenge in which the University plays a role. Capacity building in relation to health services is a particular area of focus. Accessible and relevant education and training is an important enabler for this capacity building, as is relevant research. Education and research in relation to Indigenous health must be informed by Indigenous perspectives if they are to be culturally appropriate and have any chance of improving health and wellbeing, particularly in remote communities. In 2006, the University was the principle provider of health-related training in the Northern Territory, spanning the full spectrum of vocational, undergraduate and postgraduate offerings, and was the only provider of allied health professional education. The University commenced a number of initiatives to address local needs. One such initiative was the creation of the Graduate School for Health Practice, in partnership with the Northern Territory Department of Health and Community Services. Another was the review and expansion of Higher Education and Vocational and Technical Education offerings in health-related areas of local skills shortages. This latter initiative included a particular focus on disciplines such as nursing, Indigenous health, psychology, social work, a range of therapies, pharmacy and disaster management. The Menzies School of Health Research continues to be a national leader in research relevant to health and wellbeing in northern Australia, a positioned...
strengthened through $4.5 million of new National Health and Medical Research Council projects.

Skills shortages are a perennial challenge in northern Australia. Charles Darwin University, as the largest provider of Vocational and Technical Education in the Northern Territory, plays an important role in programs addressing skills shortages. The past year saw an increase in apprentices selecting the University for training, particularly in trade-related areas. There was also a noticeable increase in Vocational and Technical Education activities in secondary schools. Dedicated support has been established for this likely continuing trend.

Training in regional and remote areas is an important responsibility for Charles Darwin University and in the past year, a new approach to this was introduced. The approach is based around completion of skills audits that identify training requirements in a given community, matching those requirements to individual and community needs, and then delivering appropriate study options. Training in places such as Jilkminggan, a remote community on the banks of the Roper River, 150 kilometres from Katherine, reflects positively on the effectiveness of this approach. In 2006, the University provided a greater amount of remote training than its contracted levels, and expects continued growth in this area.

Research and development activities of particular relevance to the region continue to be a hallmark of Charles Darwin University. Supporting this, a new Charles Darwin University–Northern Territory Government Partnership Agreement was signed at the end of 2006. The first Partnership Agreement, signed in 2003, saw the establishment of such joint ventures as the Graduate School for Health Practice, the Bioscience North Australia facility a leading-edge research facility in molecular science and the National Accelerated Literacy Program aimed at fast-tracking literacy in schools. The new five-year Agreement provides the framework for a range of research and other activities in three major areas: economic development, social and cultural development, and the environment.

Charles Darwin University continues to engage with the community on important issues through two symposia each year. In 2006, one symposium examined issues related to people and the environment in the tropics, including climate change, threats to the biosphere and emerging infectious tropical diseases in the South-East Asian region. The other symposium examined the broader issue of creative citizenship. The University also coordinated the academic forum at the Garma Festival of Traditional Culture. The focus of the forum was Indigenous education and training, concentrating on education policy and practice and examining ways to build and adapt non-Indigenous and Indigenous workforce capacities.

Charles Darwin University is proud of the role it is able to play in the regional community, and looks forward to supporting the community into the future.
Students

Students are a key stakeholder group for the University. Student numbers at the University have generally increased in the last year. Admission to Higher Education offerings was coordinated for the first time by the South Australian Tertiary Admissions Centre, with a corresponding increase in interest from interstate students. The University also experienced a significant increase in mid-year Higher Education admissions, a trend that fits comfortably with the population dynamics of the Northern Territory.

In Vocational and Technical Education, Charles Darwin University was awarded the Northern Territory Training Provider of the Year. Mirroring this, University students and staff were successful in seven categories of the 2006 NT Vocational Training Awards. The University’s efforts in Indigenous training were recognised by the Northern Land Council’s Employer Training Excellence Award. Charles Darwin University was also represented by a number of past and present students at the Northern Territory Young Achiever Awards 2006. This included recent Bachelor of Music graduate Katharina Fehringer, who won both the Charles Darwin University Arts Award and The Young Achiever of the Year Award for the Northern Territory.

In the past year, the University has made an effort to improve the student experience, and enhanced the quality and relevance of course content and delivery. While there is more work to be done in this area, it is gratifying to see that progress is being made. As part of this focus on quality and the student experience, the University formalised a new set of graduate attributes in 2006. The graduate attributes are the generic skills that students will acquire from Vocational and Technical Education and Higher Education courses taught at the University, and are congruent with the (national) Employability Skills as defined by the Australian Government.

Staff

Charles Darwin University is one of the largest employers in the Northern Territory. Being an employer of choice for current and potential staff members is an aim for us.

Over the past few years, the University has been moving towards a more coordinated approach to staff development, mentoring and advancement. The past year saw various components of this come into being. Among these is a formal competency framework for the institution. Supporting the competency framework is an expansion of the University’s professional development offerings, including a residential leadership development program run in partnership with Victoria University.

In 2006 the University released a new Indigenous Employment Strategy. Supporting this strategy, Charles Darwin University was one of five Northern Territory businesses to sign a Memorandum of Understanding (MOU) with the Commonwealth Minister for Employment and Workplace Relations to provide more job opportunities for Indigenous Australians. The MOU enables the

Professor Charles Webb from Charles Darwin University receiving the Training Provider of the Year Award.
Leading Darwin-based medical researcher and Director of the Menzies School of Health Research, Professor Jonathan Carapetis, was named as one of Australia’s Top 10 ‘Bright Sparks’.

In research, the Australian Academy of Science awarded the Fenner Medal for distinguished research in biology by scientists under the age of 40 years to Professor Barry Brook, a Senior Research Fellow in the School for Environmental Research, Institute of Advanced Studies. Professor Brook has an international reputation for excellence and innovation in population and tropical ecology, conservation biology and paleobiology.

Outlook

As mentioned, the end of 2006 sees Charles Darwin University in a sustainable financial position, with expanding student numbers and research activities. Our strengths and strategies have allowed us to support the region and be an asset to the broader community. Pressures in the tertiary education sector will continue to challenge the University, and there are still improvements to be made in core areas of activity. That said, the University is well placed to continue with the record of success from 2006, and to take advantage of new opportunities. We are confident that the University will address the challenges ahead, remain focused, and continue to support the aspirations of our stakeholders.

RICHARD RYAN AO
Chancellor

PROFESSOR HELEN GARNETT PSM
Vice-Chancellor
CDU snapshot

Organisational structure

Vice-Chancellor

University Executive Members

Deputy Vice Chancellor, Teaching and Learning
Pro Vice Chancellor, Community Access
Executive Director, Corporate Services
Dean, Education, Health and Science
Dean, Law, Business and Arts
Dean, Technology

Faculty Deans

Corporate Communications
Finance and Asset Services
Governance
Information Technology and Management Services
Library and Information Access
Staff Services
Student Services
Support and Equity Services

Enhancing Indigenous outcomes across the University

Centre for Access and English as a Second Language
School of Education
School of Health Sciences
School and Science and Primary Industries

School of Australian Indigenous Knowledge Systems
School of Creative Arts and Humanities
School of Hospitality and Tourism
School of Law and Business

Research Office
Institute of Advanced Studies
– Menzies School of Health Research
– School for Environmental Research
– School for Social and Policy Research
– Graduate School for Health Practice

Pathways
Community Engagement
Indigenous Student Support
Regional and Remote

BusinessLink
External Relations and Development
International Office

CDU snapshot

Organisational structure

Vice-Chancellor

University Executive Members

Deputy Vice Chancellor, Teaching and Learning
Pro Vice Chancellor, Community Access
Executive Director, Corporate Services
Dean, Education, Health and Science
Dean, Law, Business and Arts
Dean, Technology

Faculty Deans

Corporate Communications
Finance and Asset Services
Governance
Information Technology and Management Services
Library and Information Access
Staff Services
Student Services
Support and Equity Services

Enhancing Indigenous outcomes across the University

Centre for Access and English as a Second Language
School of Education
School of Health Sciences
School and Science and Primary Industries

School of Australian Indigenous Knowledge Systems
School of Creative Arts and Humanities
School of Hospitality and Tourism
School of Law and Business

Research Office
Institute of Advanced Studies
– Menzies School of Health Research
– School for Environmental Research
– School for Social and Policy Research
– Graduate School for Health Practice

Pathways
Community Engagement
Indigenous Student Support
Regional and Remote

BusinessLink
External Relations and Development
International Office

8 Supporting Australia’s Northern Territory
### Key statistics

#### 2005 / 2006 statistics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Category</th>
<th>2005</th>
<th>2006</th>
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<tbody>
<tr>
<td><strong>Student numbers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
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<td>18,811</td>
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<tr>
<td>Higher Education</td>
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<td>5,380</td>
<td>5,494</td>
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<td>Vocational Education and Training</td>
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<td>12,285</td>
<td>13,317</td>
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<tr>
<td>Higher Education, female : male</td>
<td></td>
<td>66%f : 34%m</td>
<td>70%f : 30%m</td>
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<tr>
<td>Vocational Education and Training, female : male</td>
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<td>48%f : 52%m</td>
<td>46%f : 54%m</td>
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<tr>
<td>Higher Education, under 25 years : 25 years and over</td>
<td></td>
<td>29% : 71%</td>
<td>31% : 69%</td>
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<tr>
<td>Vocational Education and Training, under 25 years : 25 years and over</td>
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<td>39% : 61%</td>
<td>41% : 59%</td>
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<tr>
<td>Higher Education, ATSI</td>
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<td>4.7%</td>
<td>4.4%</td>
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<tr>
<td>Vocational Education and Training, ATSI</td>
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<td>29.7%</td>
<td>37.0%</td>
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<td><strong>Higher Education student load, equivalent full-time student load (EFTSL)</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2,930.8</td>
<td>3,106.8</td>
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<td>Undergraduate, Commonwealth-funded</td>
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<td>2,371.9</td>
<td>2,497.4</td>
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<tr>
<td>Postgraduate, Commonwealth-funded</td>
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<td>109.3</td>
<td>158.9</td>
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<tr>
<td>Fee paying (all)</td>
<td></td>
<td>449.6</td>
<td>450.5</td>
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<tr>
<td><strong>Vocational Education and Training delivery, Annual Hours Curriculum (AHC)</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td></td>
<td>2,537,925</td>
<td>2,564,811</td>
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<tr>
<td>Urban</td>
<td></td>
<td>2,060,307</td>
<td>1,954,048</td>
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<tr>
<td>Regional</td>
<td></td>
<td>144,153</td>
<td>126,060</td>
</tr>
<tr>
<td>Remote</td>
<td></td>
<td>333,465</td>
<td>484,703</td>
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<td><strong>Higher Education award completions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>717</td>
<td>823</td>
</tr>
<tr>
<td>Higher Education undergraduate</td>
<td></td>
<td>415</td>
<td>319</td>
</tr>
<tr>
<td>Higher Education postgraduate</td>
<td></td>
<td>302</td>
<td>504</td>
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<tr>
<td><strong>Research</strong></td>
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<td></td>
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<tr>
<td>Research income ($'000), all categories</td>
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<td>$15,379</td>
<td>$18,956</td>
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<td>Higher Degree by Research student load, EFTSL</td>
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<td>148.6</td>
<td>145.8</td>
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<td>Higher Degree by Research completions (all)</td>
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<td>28</td>
<td>14</td>
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<td>Weighted publications</td>
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<td>185.2</td>
<td>195.7</td>
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<td><strong>Staff, EFT</strong></td>
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<td></td>
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<tr>
<td>Total</td>
<td></td>
<td>1134</td>
<td>1134</td>
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<tr>
<td>Higher Education academic</td>
<td></td>
<td>283</td>
<td>282</td>
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<tr>
<td>Vocational Education and Training academic</td>
<td></td>
<td>228</td>
<td>231</td>
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<tr>
<td>General</td>
<td></td>
<td>623</td>
<td>621</td>
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<tr>
<td><strong>Financial</strong></td>
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<tr>
<td>Total revenue (consolidated), $'000</td>
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<td>$148,970</td>
<td>$159,543</td>
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<td>Total expenses (consolidated), $'000</td>
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<td>$142,900</td>
<td>$154,059</td>
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<td>Total net assets, $'000</td>
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<td>$277,143</td>
<td>$266,208</td>
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## Higher Education student characteristics

### 2005 / 2006 statistics

<table>
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<th>Characteristic</th>
<th>Category</th>
<th>2005</th>
<th>2006</th>
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<tr>
<td><strong>Higher Education student load, equivalent full-time student load (EFTSL)</strong></td>
<td><strong>Total</strong></td>
<td><strong>2,930.8</strong></td>
<td><strong>3,106.8</strong></td>
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<tr>
<td></td>
<td>Undergraduate, Commonwealth-funded</td>
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<td></td>
<td>Postgraduate, Commonwealth-funded</td>
<td>109.3</td>
<td>158.9</td>
</tr>
<tr>
<td></td>
<td>Fee paying (all)</td>
<td>449.6</td>
<td>450.5</td>
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<tr>
<td></td>
<td>Average EFTSL per student</td>
<td>0.54</td>
<td>0.57</td>
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<td><strong>Higher Education award completions</strong></td>
<td>Higher Education undergraduate</td>
<td>415</td>
<td>319</td>
</tr>
<tr>
<td></td>
<td>Higher Education postgraduate</td>
<td>302</td>
<td>504</td>
</tr>
<tr>
<td><strong>Success (completion) rate</strong></td>
<td></td>
<td>77%</td>
<td>77%</td>
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<tr>
<td><strong>Faculty course enrolments</strong></td>
<td>Education, Health &amp; Science</td>
<td>3301</td>
<td>3363</td>
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<tr>
<td></td>
<td>Institute of Advanced Studies</td>
<td>120</td>
<td>190</td>
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<td></td>
<td>Law Business &amp; Arts</td>
<td>1888</td>
<td>1834</td>
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<tr>
<td></td>
<td>Technology &amp; Industrial Education</td>
<td>345</td>
<td>379</td>
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<td><strong>Course enrolments by course type</strong></td>
<td>Associate Degree</td>
<td>53</td>
<td>35</td>
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<tr>
<td></td>
<td>Associate Diploma</td>
<td>30</td>
<td>13</td>
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<tr>
<td></td>
<td>Bachelor Graduate Entry</td>
<td>226</td>
<td>273</td>
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<td></td>
<td>Bachelor Honours</td>
<td>64</td>
<td>55</td>
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<td></td>
<td>Bachelor Pass</td>
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<td></td>
<td>Diploma</td>
<td>22</td>
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<tr>
<td></td>
<td>Doctorate - Coursework</td>
<td>20</td>
<td>17</td>
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<td></td>
<td>Doctorate - Research</td>
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<td>192</td>
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<tr>
<td></td>
<td>Enabling</td>
<td>638</td>
<td>676</td>
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<td></td>
<td>Graduate Certificate</td>
<td>118</td>
<td>180</td>
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<tr>
<td></td>
<td>Graduate Diploma Extend</td>
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<tr>
<td></td>
<td>Graduate Diploma New</td>
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<tr>
<td></td>
<td>Masters Coursework</td>
<td>305</td>
<td>353</td>
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<td></td>
<td>Masters Research</td>
<td>41</td>
<td>32</td>
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<td></td>
<td>Non-Award</td>
<td>35</td>
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<tr>
<td></td>
<td>Other Award Course</td>
<td>11</td>
<td>8</td>
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<td></td>
<td>Postgraduate Cross Institution</td>
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<td>8</td>
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<tr>
<td></td>
<td>Undergraduate Cross Institution</td>
<td>50</td>
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Higher Education student characteristics  (continued)

<table>
<thead>
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<th>Characteristic</th>
<th>Category</th>
<th>2005</th>
<th>2006</th>
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<tbody>
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<td>Course Enrolments by Field</td>
<td>Agriculture Environmental &amp; Related Studies</td>
<td>62</td>
<td>123</td>
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<tr>
<td></td>
<td>(AE)</td>
<td></td>
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<tr>
<td></td>
<td>Architecture &amp; Building (AB)</td>
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<td>53</td>
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<td></td>
<td>Creative Arts (CA)</td>
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<td>147</td>
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<td></td>
<td>Education (ED)</td>
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<td></td>
<td>Engineering &amp; Related Technologies (ET)</td>
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<td></td>
<td>Health (HE)</td>
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<td></td>
<td>Information Technology (IT)</td>
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<tr>
<td></td>
<td>Management &amp; Commerce (MC)</td>
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<tr>
<td></td>
<td>Mixed Field Programmes (MF)</td>
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<tr>
<td></td>
<td>Natural &amp; Physical Sciences (NP)</td>
<td>270</td>
<td>202</td>
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<tr>
<td></td>
<td>Society &amp; Culture (SC)</td>
<td>1330</td>
<td>1247</td>
</tr>
<tr>
<td></td>
<td>None(those in miscellaneous programs)</td>
<td>93</td>
<td>33</td>
</tr>
<tr>
<td>ATSI Enrolments</td>
<td>Course enrolments</td>
<td>282</td>
<td>242</td>
</tr>
<tr>
<td>Success (completion) rates</td>
<td>People with disabilities</td>
<td>73%</td>
<td>66%</td>
</tr>
<tr>
<td>of equity target groups</td>
<td>People from a NESB</td>
<td>82%</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>People from isolated areas</td>
<td>69%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>Indigenous</td>
<td>58%</td>
<td>56%</td>
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</table>
## Vocational and Technical Education student characteristics

### 2005 / 2006 statistics

<table>
<thead>
<tr>
<th>Characteristic, Category</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>2,537,925</td>
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</tr>
<tr>
<td>Urban</td>
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</tr>
<tr>
<td>Remote</td>
<td>333,465</td>
<td>484,703</td>
</tr>
<tr>
<td><strong>Delivery, AHC, by Faculty</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education, Health and Science</td>
<td>1,038,574</td>
<td>1,023,831</td>
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<tr>
<td>Law Business and Arts</td>
<td>850,089</td>
<td>801,157</td>
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<td>Technology</td>
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<td>739,823</td>
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<td><strong>Delivery, AHC, by administration location</strong></td>
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</tr>
<tr>
<td>Alice Springs</td>
<td>506,243</td>
<td>571,950</td>
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<tr>
<td>Casuarina (Darwin)</td>
<td>1,373,398</td>
<td>1,337,723</td>
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<tr>
<td>Jabiru</td>
<td>75,660</td>
<td>33,711</td>
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<td>Katherine Town</td>
<td>88,898</td>
<td>79,456</td>
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<td>Katherine Campus</td>
<td>106,817</td>
<td>107,330</td>
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<tr>
<td>Nhulunbuy</td>
<td>68,107</td>
<td>31,955</td>
</tr>
<tr>
<td>Palmerston</td>
<td>295,356</td>
<td>357,055</td>
</tr>
<tr>
<td>Tennant Creek</td>
<td>23,446</td>
<td>45,631</td>
</tr>
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<td><strong>Delivery, AHC, by industry group</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts, Entertainment, Sports and Recreation</td>
<td>211,433</td>
<td>242,092</td>
</tr>
<tr>
<td>Automotive</td>
<td>80,413</td>
<td>118,104</td>
</tr>
<tr>
<td>Building and Construction</td>
<td>98,870</td>
<td>115,707</td>
</tr>
<tr>
<td>Community Services, Health and Education</td>
<td>360,450</td>
<td>348,270</td>
</tr>
<tr>
<td>Finance, Banking and Insurance</td>
<td>38,945</td>
<td>36,045</td>
</tr>
<tr>
<td>Food Processing</td>
<td>16,424</td>
<td>12,959</td>
</tr>
<tr>
<td>TCF and Furnishings</td>
<td>25,736</td>
<td>21,730</td>
</tr>
<tr>
<td>Engineering and Mining</td>
<td>113,412</td>
<td>101,766</td>
</tr>
<tr>
<td>Primary Industry</td>
<td>315,972</td>
<td>327,485</td>
</tr>
<tr>
<td>Sales and Personal Service</td>
<td>75,249</td>
<td>88,413</td>
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<tr>
<td>Tourism and Hospitality</td>
<td>146,495</td>
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</tr>
<tr>
<td>Transport and Storage</td>
<td>49,037</td>
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<tr>
<td>Utilities</td>
<td>99,985</td>
<td>136,432</td>
</tr>
<tr>
<td>Business and Clerical</td>
<td>245,010</td>
<td>155,516</td>
</tr>
<tr>
<td>Computing</td>
<td>197,860</td>
<td>165,463</td>
</tr>
<tr>
<td>Science, Technical and Other</td>
<td>48,235</td>
<td>43,855</td>
</tr>
<tr>
<td>General Education and Training</td>
<td>337,517</td>
<td>295,299</td>
</tr>
<tr>
<td>Exceptions – Cookery</td>
<td>76,882</td>
<td>99,530</td>
</tr>
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</table>
## Vocational and Technical Education student characteristics (continued)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Category</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success (completion) rate</td>
<td>Total</td>
<td>15,338</td>
<td>17,080</td>
</tr>
<tr>
<td></td>
<td>Non-Award</td>
<td>813</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Certificate I</td>
<td>3,922</td>
<td>4,905</td>
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<td></td>
<td>Certificate II</td>
<td>5,013</td>
<td>5,344</td>
</tr>
<tr>
<td></td>
<td>Certificate III</td>
<td>3,720</td>
<td>3,954</td>
</tr>
<tr>
<td></td>
<td>Certificate IV</td>
<td>1,999</td>
<td>1,581</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>649</td>
<td>452</td>
</tr>
<tr>
<td></td>
<td>Advanced Diploma</td>
<td>35</td>
<td>31</td>
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### Course enrolments

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Category</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success (pass) rates of equity target groups</td>
<td>ATSI enrolments</td>
<td>5,044</td>
<td>6,505</td>
</tr>
<tr>
<td></td>
<td>People with disabilities</td>
<td>74%</td>
<td>68.9%</td>
</tr>
<tr>
<td></td>
<td>People from a NESB</td>
<td>67%</td>
<td>63.0%</td>
</tr>
<tr>
<td></td>
<td>People from isolated areas</td>
<td>72%</td>
<td>68.1%</td>
</tr>
<tr>
<td></td>
<td>Indigenous</td>
<td>69%</td>
<td>63.3%</td>
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## Research

### 2005 / 2006 statistics

<table>
<thead>
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<th>Characteristic</th>
<th>Category</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research income ($'000)</td>
<td>Total</td>
<td>$15,379</td>
<td>$18,956</td>
</tr>
<tr>
<td></td>
<td>Category 1, National competitive grants</td>
<td>$5,975</td>
<td>$7,094</td>
</tr>
<tr>
<td></td>
<td>Category 2, Other public sector research funding</td>
<td>$5,215</td>
<td>$6,800</td>
</tr>
<tr>
<td></td>
<td>Category 3, Industry and other funding</td>
<td>$2,689</td>
<td>$3,594</td>
</tr>
<tr>
<td></td>
<td>Category 4, CRC income</td>
<td>$1,500</td>
<td>$1,468</td>
</tr>
<tr>
<td>Higher Degree by Research completions</td>
<td>Total</td>
<td>27</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Higher Degree by Research load, EFTSL</td>
<td>Total</td>
<td>148.6</td>
<td>145.8</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>124.6</td>
<td>126.3</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>24.0</td>
<td>19.5</td>
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<tr>
<td>Weighted publications</td>
<td>Total</td>
<td>185.2</td>
<td>195.7</td>
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<tr>
<td></td>
<td>Books</td>
<td>10.0</td>
<td>15.0</td>
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<tr>
<td></td>
<td>Book chapters</td>
<td>23.5</td>
<td>24.0</td>
</tr>
<tr>
<td></td>
<td>Journal articles</td>
<td>119.9</td>
<td>128.0</td>
</tr>
<tr>
<td></td>
<td>Conference proceedings</td>
<td>31.8</td>
<td>28.8</td>
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### Staff

#### 2005 / 2006 statistics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Category</th>
<th>2005</th>
<th>2006</th>
<th>2006 Females</th>
<th>2006 Female %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Higher Education academic staff</strong></td>
<td>Total Number</td>
<td>283</td>
<td>282</td>
<td>157</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>Level E</td>
<td>19</td>
<td>26</td>
<td>6</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Level D</td>
<td>20</td>
<td>19</td>
<td>10</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>Level C</td>
<td>65</td>
<td>56</td>
<td>20</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Level B</td>
<td>103</td>
<td>101</td>
<td>60</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Level A</td>
<td>76</td>
<td>81</td>
<td>61</td>
<td>76%</td>
</tr>
<tr>
<td><strong>Vocational Education and Training academic staff</strong></td>
<td>Total Number</td>
<td>228</td>
<td>231</td>
<td>93</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Category IV</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Category III</td>
<td>33</td>
<td>24</td>
<td>13</td>
<td>54%</td>
</tr>
<tr>
<td></td>
<td>Category II</td>
<td>191</td>
<td>202</td>
<td>77</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>Category I</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td><strong>General staff</strong></td>
<td>Total Number</td>
<td>623</td>
<td>621</td>
<td>420</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td>HEW 10 and above</td>
<td>29</td>
<td>39</td>
<td>19</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>HEW 9</td>
<td>30</td>
<td>27</td>
<td>13</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>HEW 8</td>
<td>45</td>
<td>42</td>
<td>29</td>
<td>69%</td>
</tr>
<tr>
<td></td>
<td>HEW 7</td>
<td>66</td>
<td>70</td>
<td>41</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td>HEW 6</td>
<td>77</td>
<td>67</td>
<td>49</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>HEW 5</td>
<td>119</td>
<td>108</td>
<td>70</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>HEW 4</td>
<td>130</td>
<td>139</td>
<td>109</td>
<td>78%</td>
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<tr>
<td></td>
<td>HEW 3</td>
<td>79</td>
<td>85</td>
<td>56</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>HEW 2</td>
<td>14</td>
<td>12</td>
<td>9</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>HEW 1</td>
<td>34</td>
<td>32</td>
<td>25</td>
<td>78%</td>
</tr>
</tbody>
</table>
Achievements in the first three years

With the Futures Framework providing direction for University activities for 2007 and beyond, it is timely to revisit University achievements in 2006, as well as across its first three years in pursuing its short-term establishment goals.

Short term goal: To be recognised as the people’s university in the Northern Territory – as a cultural and intellectual asset, a unified institution delivering quality Vocational and Higher Education programs.

Charles Darwin University is the largest provider of Higher Education and Vocational and Technical Education programs in the Northern Territory. In 2006, enrolment numbers across the range of Higher Education and Vocational and Technical Education approached 11 percent of the local population aged 14 years and older.

Underlying the large participation rate are increases in activities that help northern Australia address the perennial challenges of skills shortages. In the Vocational and Technical Education component of University activities, there has been a particular focus on traditional trades, supported by special-purpose funding from the NT DEET. This has seen, for example, an increase in apprentice numbers in the trades for 2006. Related to this focus on supporting trades, the University introduced the Welding Technology Institute of Australia International Welding Practitioners and International Welding Supervisors courses. The University is also moving to more workplace-based delivery and flexible delivery partnerships with companies across the Northern Territory. Examples of this in 2006 included the delivery of Certificates in Hospitality and in Tour Guiding in Kakadu, described in more detail in the Teaching and Learning section of this Report, and the delivery of more IT Certificates in the workplace.

Indigenous participation in Vocational and Technical Education has increased markedly over the period 2003/2006, with Indigenous students accounting for more than 6,500 course enrolments.
in 2006. Related to this has been an expansion of remote area training, with the University now providing training at more than 100 locations in the Northern Territory on a drive-in, drive-out basis. Training in remote communities is provided in a range of disciplines. For example: around 50 students from Indigenous Landcare groups and Indigenous rangers have graduated in landcare programs; Certificate II and III training in Community Services in the Laynhapuy homelands commenced in 2006; and the first students in Certificate IV training in Music Business have now graduated. Remote area training is supported by the University’s mobile adult learning units (MALUs), which are special-purpose tractor-trailers outfitted as classrooms. The three MALUs are used to provide trades training, welding training, and instruction in local government, literacy, numeracy and IT.

The University is also working with local employers to increase Indigenous training numbers. For example, 2006 saw the delivery of the Essential Service Operators program to Indigenous students employed by Power and Water Corporation.

In Higher Education, over the past three years the University has become the principle provider of health-related training in the Northern Territory, spanning the full spectrum of vocational, undergraduate and postgraduate offerings, and is the only provider of allied health professional education. Nursing education continues to be one of the largest programs in the University, and a full-degree course in Pharmacy commenced in 2006. That same year also saw the University review, with a view to expansion, of Higher Education offerings in health-related areas of local skills shortage, with a particular focus on specialised nursing areas, mental health, renal health, child health, Indigenous health, acute care, social work, psychology, feeder programs in physiotherapy and occupational therapy, and disaster management.

Similar developments have been initiated in disciplines other than health. For example, the University now offers complete degree programs in Civil and Mechanical Engineering, complementing an existing program in Electrical Engineering. Establishment of these courses has the support of local bodies, including financial support from Power and Water Corporation for the Foundation Chair in Civil Engineering, filled in early 2005. In addition, the Northern Territory Government seconded a staff member from second semester 2005 onwards to further strengthen the engineering program.

Another area of focus in recent times has been the discipline of education. In 2006, the University took the opportunity of its cyclic reaccreditation requirements to dramatically rethink its approach and offerings in the field of education, a process that reflects the ongoing debates and formal inquiries occurring nationally and internationally with respect to the rationale, content
and delivery of teacher education. The new Bachelor of Teaching and Learning had its birth in a series of consultative processes that commenced with a Teacher Education Summit in Darwin in March 2006, and then progressed through a number of working parties and forums established as part of the University reaccreditation process. Development and implementation of the Bachelor of Teaching and Learning also made extensive use of partnership arrangements established with the Northern Territory Department of Employment, Education and Training, local Indigenous groups as constituted through an Indigenous Perspectives Working Party and local schools. Applications for admission to the new suite of programs first opened in late 2006, with the first preservice teacher cohort expected to commence in early 2007.

The new Bachelor of Teaching and Learning sits well with other Charles Darwin University initiatives, including the $8 million National Accelerated Literacy Program. Commencing in 2004 as a partnership between the University and the Northern Territory and Commonwealth governments, the program focuses on accelerating the literacy skills of marginalised learners who have failed to make the appropriate literacy gains in school and/or are in danger of falling behind. The Northern Territory is the first Australian state or territory to open up its schools to the research and development work required to mainstream the program, a direct result of the partnership between the University and the Northern Territory Government.

In developing the content of these new educational programs, the University has striven to reflect the unique culture and environment of northern. All higher education students are required to undertake the unique ‘Northern Perspectives’ unit as part of their study, formally introducing many aspects of local culture. There has also been greater integration of Indigenous (traditional) knowledge into law, environmental science, visual arts and tourism and hospitality offerings.

The University has also striven to embrace technology as a means of better accommodating the needs of the local student body to balance education, employment and home responsibilities. In this vein, the University introduced the first fully online Law degree and the first online Indigenous art history units. Interstate students have also benefited from these developments, with an increase in the subscription to online Charles Darwin University offerings, particularly from South Australia and Victoria.

The development of resident capacity to support regional policies and programs was a particular aspiration underlying the establishment of Charles Darwin University. This aim can only be met if the University has a strong and focused research ethos. In the past three years, significant effort has been directed towards identifying, organising and expanding research activities in the four University research priority areas:

- natural and cultural resource management;
- human health and wellbeing;
- teaching, learning and living; and
- community, development and identity.

The Learning Precinct on the Casuarina Campus supports the University’s push to embrace technology in Teaching and Learning Practice.
The University strongly encourages these areas of research. Typically, less than one percent of the funds distributed by the institution for research activities are provided to non-priority fields of research. The research priority areas are reflected in the University’s support for a number of Cooperative Research Centres and other national research groups, including: National Centre for Tropical Wetlands Research, the CRC for Tropical Savannas Management, the CRC for Tropical Plant Protection, the CRC for National Plant Biosecurity, the CRC for Sustainable Tourism, the Desert Knowledge CRC, the CRC for Aboriginal Health and the Centre for Remote Health.

Supporting the research focus has been the Northern Territory Government-Charles Darwin University Partnership Agreement. The first Partnership Agreement, signed in 2003, saw the establishment of such joint ventures as Bioscience North Australia, a leading-edge research facility in molecular science, and the National Accelerated Literacy Program aimed at fast-tracking literacy in schools. The new five-year Agreement provides the framework for a range of research and other activities in three major areas: economic development, social and cultural development, and the environment.

In another partnership, the University signed a Memorandum of Understanding (MOU) with the Batchelor Institute of Indigenous Tertiary Education. The MOU provides an opportunity for collaborative benefits to flow to both organisations, as well as further enhancing education outcomes for Indigenous people in the Northern Territory.

The University is also a cultural asset and has played a major role in supporting and sustaining cultural activities such as the Darwin Symphony Orchestra and the Darwin Festival. The University also actively promotes a range of programs through its community broadcaster Territory FM 104.1. The station broadcasts live from events such as the Northern Territory Sports Awards, NT Expo, the Royal Darwin Show, the Palmerston Troppo Fest and from Casuarina Square. The station also sponsors the Northern Territory Brogga Awards and continues to engage the community broadly through its syndicated talkback and current-affairs programs.

Charles Darwin University is proud of the role it has been able to play in the regional community in its first three years, and looks forward to supporting the community into the future.

Short term goal: *To be on the radar screen elsewhere in Australia as 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.*

Charles Darwin University has strong links to rural and remote communities. With the continuing evolution of government activities such as the (Commonwealth) Community Development Employment Projects (CDEP) program, and the expansion of resource sector activities in Northern Australia, the importance of these links and the use of University expertise in development of appropriate solutions to rural and remote issues has grown steadily.

*‘Territory Talk’, Territory FM’s morning program, broadcast live from Casuarina Square.*
Training in regional and remote areas is an important responsibility for Charles Darwin University. Over the past three years, training in remote areas has grown to encompass delivery at more than 100 locations across the Northern Territory. The University is adopting an approach to remote training based around completion of skills audits that identify training requirements in a given community, matching those requirements to individual and community needs, and then designing appropriate programs. This approach facilitates the foundation of partnerships with communities, partnerships that see the University assisting communities in adopting Commonwealth policy changes.

Building upon its experience and linkages, the past three years have seen the University commence a number of targeted research programs with the aim of developing solutions relevant to operations in, services to and sustainable development of rural and remote communities. The announcement in 2006 that the University will host a major research team as part of a multi-million dollar initiative focusing on Tropical Rivers and Coastal Knowledge (TRACK) is an example. The TRACK research hub will bring together over fifty leading tropical-river and coastal researchers and managers from ten agencies across Australia to focus on the sustainability of rivers and catchments from Cape York to Broome.

Throughout its first three years, Charles Darwin University engaged with the local and national community on important issues through two Charles Darwin Symposia each year. Symposia topics are selected to address important issues for the region, and are closely linked to University research activities. Past topics have included Creative Tropical City, The Living Desert, 20:20 Vision: Facing health challenges of the next 20 years, and Imagining Childhood: Children, culture and community. In 2006, one symposium examined issues related to people and the environment in the tropics, including climate change, threats to the biosphere and emerging infectious tropical diseases in the South-East Asian region. The other symposium examined the broader issue of creative citizenship.

In a similar vein to the symposia, the University has forged a unique partnership with the Yothu Yindi Foundation under the auspices of Garma, the Top End celebration of Indigenous culture and two-way knowledge sharing, taking on the coordination of the academic forum component in 2005 and 2006. Garma is recognised as one of the largest Indigenous cultural events in Australia. The University is well positioned to offer expertise and a commitment to supporting Indigenous knowledge systems while providing an environment where Indigenous learning opportunities will be continually encouraged and enhanced. Forum themes in 2005 and 2006 have been ‘Indigenous cultural livelihoods’ and ‘Indigenous education and training’, respectively. Speakers from across Australia travel to Garma to share knowledge and ideas to an audience of over 2,000 Indigenous and non-Indigenous participants.

Charles Darwin University engages with the local and national community on important issues through the Charles Darwin Symposia.

L–R: Mr Justin Murphy, Prof Bruce Campbell, Ms Jean Fenton, Mr Joe Morrison.
University activities to encourage Indigenous participation in tertiary education also extend to staff, including the development of a new Indigenous Employment Strategy and the signing of a Memorandum of Understanding with the Commonwealth Minister for Employment and Workplace Relations to provide more job opportunities for Indigenous Australians.

Charles Darwin University has been fortunate to have had opportunities to put itself on the radar screen elsewhere in Australia as a place to turn to for input into solutions relevant to operations in, services to and sustainable development of rural and remote communities. We look forward to expanding this role under the Futures Framework in 2007 and beyond.

Short term goal: To be causing overseas players, particularly those from centres of excellence in tropical or desert issues, to take notice of the interplay between Indigenous and Western cultures.

Northern Australia has increasingly become a place of interest to overseas organisations, with the University providing a range of development and other activities in support. In particular, as the operations of multinational resources companies have grown in the Northern Territory, so too have the activities of the University in supporting sustainable development. In 2006, Alcan committed to funding, under its Tropical Futures: Mineral Program, the objective of minimising further environmental impacts of mining and mineral processing activities in northern Australia, including the Northern Territory. As part of the program, Alcan will fund a Senior Research Fellow for three years and support other projects in line with the program’s objective. In addition, CDU will build on existing research work and specialist research and monitoring support for Alcan’s Gove refinery, including the Melville Bay Marine Health Monitoring Program (MHMP), which will continue as part of the program.

The University’s work in the social and policy research arena has also caused overseas players to take notice. For example, in 2006 Associate Professor Tess Lea received a Churchill Fellowship to visit international experts on education policy and practice working in Canada and America. Her subsequent report submitted to the Winston Churchill Memorial Trust contained a review of educational policies and practices in the NT, and laid the foundation for a wider debate on the past, present and future of Indigenous education and employment.

As Australia’s closest university to Asia, Charles Darwin University is uniquely placed to act as a gateway for engagement with groups in Asia and the Pacific. Recognised for expertise in tropical and desert knowledge and with a particular focus on Indigenous knowledge, University staff have substantial experience of working in partnership with a range of governments, national and international organisations and forums and non-government organisations. These
include the Arafura Timor Seas Experts Forum, United Nations Development Program, UNESCO, Centre for International Forestry Research, World Wildlife Fund International, World Wild Fund Indonesia, International Water Management Institute and the World Health Organisation. Staff also have extensive informal and formal networks and associations across Asia and the Pacific. Current activities extend to Vietnam, the Philippines, Japan, India, Pakistan, China, Samoa and Papua New Guinea. In particular, the University has a growing number of significant collaborative activities with our closest neighbours, Indonesia (including West Papua) and Timor-Leste.

Overseas centres of excellence take notice of Northern Australia, and the University, for a variety of reasons. Earlier in 2006, the University hosted the Tropical Warm Pool International Cloud Experiment. This month-long weather experiment involved over 200 scientists from 10 countries and 30 institutions, with the aim of improving the understanding of clouds and the ability to make accurate weather and climate forecasts.

Water research is another area in which the University is causing overseas players to take notice. Recent activities in this area span a wide range of perspectives: from large initiatives such as the Tropical Rivers and Coastal Knowledge (TRACK) research initiatives that bring together over 50 leading tropical river and coastal researchers and managers from 10 agencies across Australia to focus on the sustainability of rivers and catchments; to smaller initiatives such as a Community Water Grants program initiative that involves storing rainwater for use as drinking water at the Mungoombada Community, Robinson River, 100 km south-east of Borroloola in the NT; to studies of customary law governance in water resource management. The University is rapidly becoming an important international contributor to water research.

**Short term goal: To be confident of itself and its future.**

Charles Darwin University has grown and matured to a stage where it can justifiably feel confident of itself and its future.

The past three years have seen the University participate in both an Australian Quality Training Framework (AQTF) audit (2004), examining compliance with nationally agreed arrangements that ensure the high quality of Vocational and Technical Education, and an Australian Universities Quality Agency (AUQA) audit (2005) of Higher Education operations. Both of these audits were positive, with AUQA being particularly complimentary about many aspects of the University’s involvement with the local community, liaison activities with schools and involvement with the Indigenous population. Both audits contained recommendations for improvements, which the University has now largely adopted.

The University has improved its financial position to a point of balance, and in the process developed an understanding of the cost structures associated with dual sector, multi-campus delivery in regional and remote settings. The University has also seen a general increase in student numbers. Admission to Higher Education offerings is now coordinated through the South Australian Tertiary Admissions Centre, with a corresponding increase in interest from interstate students.

As was mentioned previously, student enrolments at Charles Darwin University are a high percentage of the Territory population, and the organisation is one of the five largest employers in the Northern Territory. The University’s successes over the past three years speak to the excellence of staff. Awards include:

- The Prime Minister’s Award for University Teacher of the Year, won by the leaders of the University’s Yolngu Studies team: Associate Professor Michael Christie, Ms Waymamba Gaykamangu, Ms Betty Marrnganyin and Mr John Greatorex. Associate Professor Christie also received an award for outstanding achievement in collaboration in research and development at the Business–Higher Education Round Table.

- The Northern Territory Training Provider of the Year award. University students and staff were also successful in seven categories of the 2006 NT Vocational Training Awards, including the Vocational Education and Training Teacher/Trainer of the Year Award, won by Amanda...
Cawthorne-Crosby (Alice Springs Campus Children’s Services). The University’s efforts in Indigenous training were recognised by the Northern Land Council’s Employer Training Excellence Award in the same year.

– The National ASCILITE Awards for Educational Design and Technology in Tertiary Education, awarded to a team that included University Teaching and Learning Development Group staff, Dr Lesley Instone and web designer Helen Rysavy; along with partners in CRC education project leaders Dr Kate Parr (Bushfire CRC and CSIRO) and Dr Penny Wurm (Tropical Savannas CRC).

– The National AUSTAFE Leadership Award, awarded to Bob Nixon, former Director VET Quality and Planning.

– The Fenner Medal for distinguished research in biology by scientists under the age of 40 years, awarded by the Australian Academy of Science to Dr Barry Brook. Dr Brook has an international reputation for excellence and innovation in population and tropical ecology, conservation biology and paleobiology.

– The naming of leading Darwin-based medical researcher and Director at Menzies School of Health Research, Professor Jonathan Carapetis, as one of Australia’s Top 10 Bright Sparks by the editorial advisory board of popular science magazine Cosmos. The Bright Sparks are Australia’s top-10 scientific minds under 45 years of age.

Past and present students have also been prevalent in awards. For example:

– Charles Darwin University was represented by a number of past and present students at the Northern Territory Young Achiever Awards in 2006, including Bachelor of Music graduate Katharina Fehringer, who won both the Charles Darwin University Arts Award and The Young Achiever of the Year Award for the Northern Territory.

– Libraries studies graduate Trish Olsson was named ‘DEET NT 2005 Vocational Student of the Year’ and ‘Vocational Student of the Year National Runner-Up’ at the Australian Training Awards in Perth.

The end of 2006 sees the University poised to expand its positive impact upon the region, to further its role as a regional leader in education and research and as an asset to the broader community.
The Mission of Charles Darwin University is:
- To be the regional leader in education and research
- To be an asset to the broader community, supporting the social, cultural, intellectual and economic development of northern Australia and surrounding areas
- To leverage our knowledge and know-how internationally for appropriate socioeconomic returns

Throughout 2006, the University considered what it would mean to live this Mission, building upon unique knowledge bases—indigenous, tropical and desert knowledge—arising from the unique geography and demography of the Northern Territory and upon the institution’s defining attributes. The outcome has been the development of a ten-year Futures Framework, describing the future focus of the University’s efforts and commitments. These commitments will underpin student learning experiences, research, business development, engagement with key communities and administrative practices.

This Framework gives effect to the desire of the Commonwealth for diversity of institutional direction and the calls by industry and the professions to enhance capacity and competence of graduates across the tertiary spectrum.

Most importantly, the Futures Framework provides the University with a pathway towards achieving its Mission.

Futures Framework – 1st in 5 in 10

Charles Darwin University will focus on the following five areas and commits to being benchmarked in the top band of Australian public universities, as defined by the respective key elements, progressively over the next 10 years.
In its third year of operation, the partnership has continued to produce concrete and tangible outcomes. Staff from both organisations have worked together to develop new learning centres, research facilities, and training programs.

Northern Territory Government–Charles Darwin University Partnership Agreement

Significant outcomes in 2006

Tropical Futures: Mineral Program

The main objective of the Tropical Futures: Mineral Program is to minimise the environmental impact of mining and mineral-processing activities in northern Australia. In June 2006, Alcan International agreed to an initial three-year term to support the appointment of a Senior Research Fellow.

The partners in this program will actively seek the involvement of other mining companies in northern Australia in the future. The program was established within the University’s School of Science and Primary Industries, in conjunction with the Department of Business, Economic and Regional Development, under the Tropical Futures Australia Framework.

Partner Up! Collaborative Workshop for Small to Medium Enterprises

The Partner Up! Collaborative Workshop for Small to Medium Enterprises (SMEs) across northern Australia was developed with the cooperation of the Territory, the University, Chamber of Commerce NT, Cairns Region Economic Development Corporation, Cairns Region Engineering Network and Kimberley Consultative Committee. The aim of the workshop was to increase the capacity and capability of SMEs across northern Australia to compete in the market place. The first workshop forum was held in Darwin in May 2006, and involved SMEs from the engineering and metal fabrication sectors as well as major project representatives (Conoco Phillips, Alcan and Xstrata). Further proposed fora will include themes of Indigenous economic development, major projects and tourism.

Alice Springs Higher Education Centre

Construction of a new higher education facility at the Alice Springs Campus was completed in 2006. The centre was jointly funded in 2004/05 by the Northern Territory Government ($2,500,000), CDU ($3,900,000) and DEST ($2,000,000). A multi-functional building, with flexible teaching space, fully equipped laboratories and postgraduate facilities, the centre provides a state-of-the-art learning environment for up to 40 staff and 120 students at any one time.
Staff-sharing framework

In recognition of the value of combining the human resources of Charles Darwin University and the Northern Territory Government, a staff-sharing framework was finalised in 2006. The framework provides a formalised structure for the establishment of staff-sharing arrangements which ensures a streamlined and consistent approach to their administration. Staff on such arrangements provide specialist skills and develop projects that are of mutual priority to the University and the Northern Territory Government. They also provide an opportunity for the exchange of ideas and information and bring about a better understanding of their host organisations.

Integrated Work-Learning Scholarships

A scholarship program was established in 2006 to combat skills shortages in the Territory’s public sector and give tertiary students useful on-the-job training.

The Integrated Work-Learning Scholarships combine work experience rotations with formal study. They are funded by Northern Territory Government agencies and offer scholarship holders a contribution to the costs of their study and provide them with practical workplace experience during their vacation breaks.

The scholarships are an attempt to address identified skill shortages in the public sector which, as the largest employer in the Territory, is dedicated to building capacity and a stronger skills base for the benefit of all Territorians.

In 2006, scholarships were provided by the Department of the Chief Minister and the Department of Planning and Infrastructure.

Review

The year 2006 saw the first Northern Territory Government–Charles Darwin University Partnership Agreement, signed on 1 June 2003, come to an end. A major activity during the year was the conduct of a review of the partnership by Risk Management Services.

The review report was presented to the Partnership Peak Group on 28 June 2006.

The review recommended a number of changes to the Partnership Agreement’s structural framework, performance reporting and other operational arrangements. The review recommendations were made with the intention of providing better alignment of shared strategic priorities and a better focus on the application of limited resources.

The overall recommendation of the review was that partnership be renewed and that improvements be made to its management and operation.
Second Partnership Agreement 2007 – 2012

A new Partnership Agreement 2007/2012 was officially launched by the Chief Minister, the Hon. Clare Martin MLA, and the Vice-Chancellor, Charles Darwin University, Professor Helen Garnett, in Parliament House on 21 November 2006.

More than 50 people attended the launch, including senior University and Government staff, as well as members of the local research and business community. The launch received press coverage from both the ABC TV and Nine News crews, as well as the NT News.

The second Partnership Agreement was developed in line with the review recommendations, and was informed by extensive stakeholder consultation, and the strategic priorities of both parties. The second Agreement is for a five-year term, commencing on 1 January 2007.

The key objectives of the Partnership Agreement 2007/2012 are:

– Economic development: To foster sustainable economic development and create better opportunities for all Territorians, especially in Indigenous, regional and remote communities – preparing the Northern to grasp and make the best use of their environment, location and available resources.

– Social and cultural development: To enhance the social and cultural development of the Territory and care for all Territory communities – strategies to ensure that Territorians enjoy a high quality of life in safe, healthy and secure surroundings.

– Environmentally sustainable development: To integrate environmentally responsible practices into policy development, program design and service delivery – meeting the Northern Territory’s current needs without compromising the availability of resources for future generations.
Charles Darwin University is the largest provider of Vocational and Technical Education and Higher Education services in the Northern Territory and does this at nine permanently staffed locations, around 100 remote locations on a drive-in, drive-out basis, and via distance learning to both local and interstate students. The University is also active in the development of specialist courses for the Northern Territory Government, local companies and agencies.

The University has a broad mandate within northern Australia to provide educational offerings that support regional needs and aspirations.

The breadth of this mandate, in the context of the varied demographic and geographic characteristics currently associated with northern Australia, presents a significant challenge to the University in the area of teaching and learning. For 2006, the primary goal in the area of Teaching and Learning was to expand student numbers in a managed way, ensuring that Charles Darwin University is the institution of choice for regional students by providing an appropriate breadth and depth of high quality vocational and higher education programs in an efficient and effective way. Supporting this was a set of enabling objectives:

1. To have an increased commitment to learner-centred approaches to education.
2. To increase the use of more resource-based approaches to teaching and learning including, where appropriate, technology mediated approaches.
3. To develop a range of practical pathways between Vocational and Technical Education and Higher Education offerings and programs, and so maximising articulation between these offerings and programs.
4. To have University research activities inform and support University teaching and learning activities, particularly in relation to postgraduate coursework offerings.
5. To strengthen the commitment to trans-disciplinary approaches to education.
6. To induct and up-skill staff in teaching and learning arenas, including curriculum design, delivery and assessment methodologies.
7. To develop and implement a comprehensive evaluative framework for the teaching and learning enterprise.
8. To increase engagement with the local professional community in the development and delivery of programs.
Four priority areas for action in 2006 were identified:

- support for, and recognition of, improved teaching practice (addressing enabling objectives 4 and 6)
- increased emphasis on student-centred approaches to teaching and learning (addressing enabling objectives 1 and 8)
- increased emphasis on flexible, innovative and resource-based approaches to teaching and learning (addressing enabling objectives 2, 3 and 5)
- improve effectiveness, efficiency and quality assurance of the teaching and learning enterprise (addressing enabling objectives 4, 5, 7 and 8).

Key achievements and outcomes in 2006 are reported below against these priority areas.

**2006 achievements in priority areas**

**Priority area 1: Support for, and recognition of, improved teaching practice**

The University provided 80 places for staff to complete the Certificate IV in Training and Assessment, a requirement for staff in Vocational and Technical Education to independently deliver and assess, as well as 20 supported places in the Graduate Certificate in Education (Tertiary Teaching specialisation) made available to Higher Education and Vocational and Technical Education staff.

The Teaching and Learning Development Group (TLDG) held 86 in-house workshops and training activities during 2006 for 463 lecturing staff across several locations. These included introduction to the University’s course management system Learnline, Horizon Wimba workshops, harnessing the power of e-learning webinar, video-streaming, learning and assessment in VTE, graded assessment in VTE, implementing employability skills, implementing Graduate Attributes, moderation of assessment, designing teaching and learning strategies, and workshops held by Visiting Fellows.

Also in support of improved teaching practice, the TLDG redeveloped its website http://www.cdu.edu.au/tldg/ to be more comprehensive and easy-to-use, and introduced a targetted set of resources on a Teaching 4 Learning website http://www.learnline.cdu.edu.au/t4l/.

CDU was successful in a coordinated approach to a funding submission for grants from Reframing the Future, the national staff development program for skilling Australia’s VTE workforce to implement the national training system. The University was allocated funds totalling over $63,000 for projects in four of the major goal areas of the Reframing the Future program:

**Skills development for VTE practitioners**

Project: Centre for Access and English as Second Language learning and assessment strategies

**Strategic and change management for improvement**

Project: Leadership development for rural and remote VET coordinators

**Effective networking**

Project: Central Australian education and training providers project

**Applying information and research**

Project: Building capacity and embedding employability skills.

The University participated with the Queensland University of Technology and the University of New South Wales in a Carrick Institute for Learning and Teaching in Higher Education Educational Leadership Project – *Cultivating the roles of the Associate Dean (Teaching and Learning Champions) and the Course Coordinator*. In support of this, teaching-and-learning champions developed leadership plans around a curriculum intervention and attended, with other CDU staff, joint residential programs in Brisbane and Sydney in May and November, respectively.

Charles Darwin University Annual Report 2006 29
Visiting Fellows in 2006

The Teaching and Learning Development Group hosted four Visiting Fellows to support faculties and schools on all campuses to benchmark teaching and learning activities and outcomes against international standards, promote innovative teaching and learning practice, enhance teaching and learning scholarship and increase awareness of the needs of students living with disability.

Professor Mick Healey
Co-Director of the Centre for Active Learning and Professor of Geography at the University of Gloucestershire, UK.

Professor Healey provided seminars exploring the research-teaching nexus and development and dissemination of inclusive curriculum.

Professor Brian Chalkley
Higher Education Academy and Director of Geography Centre, University of Plymouth, UK.

Professor Chalkley’s presentations dealt with employability and the curriculum, providing insights into how universities and colleges in the UK are seeking to embed employability in the curriculum.

Dr Frank Lyons
Director of Foundation Direct, Centre of Excellence for Teaching and Learning, University of Portsmouth, UK

The workshops and presentations conducted by Dr Lyons focused on issues relating to work-based learners, including engaging employers in curriculum design and mentors and support for work-based learners.

Associate Professor Joe Luca
Director of the Centre for Research in Entertainment, Arts, Technology, Education and Communications, Edith Cowan University, Australia

Dr Luca gave presentations on using blended learning technologies to enhance teaching and learning, including engaging ‘Generation X’ students and on the development and implementation of Graduate Attributes and employability skills through curriculum and pedagogic practice.

The Carrick Institute also awarded citations for outstanding contributions to student learning to three Charles Darwin University staff to recognise teaching excellence in higher education:

Dr Keith McGuinness – Teaching the whole person: learning-centred partnership in statistics

Dr Lindsay Hutley, Dr Penny Wurm, Dr Keith McGuinness, Dr Diane Pearson and Dr Samantha Setterfield – An engaging, flexible postgraduate program, focusing on tropical Australia and building skills and understandings for regional professionals in authentic learning contexts

Ms Barbara White and Ms Jodi Tutty – Creating learning environments using mobile wireless technologies that enable diverse cohorts of students to develop a critical mastery of the discipline knowledge and skills.

Every which way: showcasing CDU good practice was the theme of the 2006 Teaching and Learning Week. The week celebrated teaching excellence at Charles Darwin University and aimed to raise awareness of the support available from TLDG, facilitate collaboration between VTE and HE in the promotion of teaching and learning and foster increased teaching and learning interaction between campuses and with partner institutions. Activities included a Teaching and Learning Forum where previous award-winning staff talked about key attributes of their teaching practice, a ‘tools of the trade’ show in Alice Springs at which lecturers showed...
Practical demonstrations were an important part of Teaching and Learning week.

off their favourite teaching tools, and presentations on the use of multimedia and the internet to improve teaching.

There was also a series of faculty-based events, with Education, Health and Science celebrating a faculty focus on assessment and moderation; Law, Business and Arts demonstrating a pilot program for Community Development Employment Program (CDEP) supervisors; and Technology showcasing the use of tablet computers in new wireless laboratories.

Finally, a process for Teaching and Learning Awards was finalised and guidelines and nomination instructions for Charles Darwin University awards for outstanding contributions to student learning were established. The first awards are planned for presentation at the 2007 graduation ceremonies.

Priority area 2: Increased emphasis on student-centred approaches to teaching and learning

A set of graduate attributes was approved by Academic Board in the first half of 2006. Graduate attributes are the generic skills that all Charles Darwin University graduates will acquire from VTE and Higher Education courses. The national VTE Employability Skills as defined by the Commonwealth Department of Education, Science and Technology (DEST), are all addressed within the graduate attributes.

A website in support of the introduction of graduate attributes has been launched, unit templates and the Learnline template have been updated to include graduate attributes, curriculum mapping of graduate attributes has commenced as part of higher education course accreditation and re-accreditation and professional development on graduate attributes instigated.

The Teaching and Learning Development Group was funded through a Reframing the Future grant to adapt current research and information surrounding employability skills to University needs and meeting a national requirement for training packages to include employability skills. An implementation strategy was developed, together with professional development resources to be used in staff sessions, with the aim of ensuring employability skills are integrated into delivery and assessment of technical skills and knowledge.

During 2006, the University enhanced the availability of programs to boost the literacy and numeracy skills of students studying traditional trades to the mutual benefit of the students and employers. The University also increased the effectiveness of ‘transition’ and ‘support’ programs by determining arrangements for the establishment of LearnLink. Growing out of the existing ‘pathways’ group in the Community and Access portfolio, LearnLink aims to be a ‘one stop shop’ for all students seeking such transition.

TLDG and Support and Equity Services jointly commissioned a survey of all current student users of Learnline. The results of the survey will be used by the University to improve Learnline and related services.
Student outcomes in common units

A long-term study is underway on differential withdrawal rates and success among different student cohorts in the University’s compulsory Common Units Program (CUP), designed to equip undergraduates with a foundation in academic skills and the opportunity to understand the social, cultural and political context for their study.

Some issues explored during analysis undertaken in 2006 included:

- the extent to which student’s situational and socio-demographic characteristics correlated with the probability of students’ early withdrawal and failure.
- categories of students who appear to be most ‘at risk’ of failure or withdrawal.
- strategies that might best address the problems of both kinds of attrition. Based on an analysis of 2003–2004 data, the CUP has responded effectively to the challenges of:
  - increasing diversity of composition of student intake
  - radical restructuring of unit offerings

Problem areas identified by this analysis include:

- concentration of early withdrawals among internal part-timers.
- continuing high rates of failure among Indigenous enrolments

Percentage of segment withdrawing early
All enrolments 2003-04 (n=4034)

Percentage of segment passing unit
All enrolments 2003-04 (n=2791)
Priority area 3: Increased emphasis on flexible, innovative and resource-based approaches to teaching and learning

Charles Darwin University has a focus on embracing flexible, innovative and resource-based approaches to teaching and learning. Several new developments were undertaken in 2006 to support this:

- A website [http://www.learnline.cdu.edu.au/wamm/](http://www.learnline.cdu.edu.au/wamm/) explaining the University’s online learning environment and the available technologies was introduced.
- An ongoing podcasting trial was begun in Semester 2 with the School of Law and Business.
- A trial of software (from Learning Objects Inc) was arranged as an example of a low-level e-portfolio system.
- Plagiarism detection software SafeAssignment was also trialled for implementation in 2007.
- The Harvest Road Hive Content Management System and IBM ViaScribe lecture transcription software were also implemented.

In response to this emphasis on flexible, innovative and resource-based approaches, units of study with a Learnline (online) presence increased from 602 in 2005 to 640 in 2006, while units delivered entirely online went from 22 in 2005 to 61 in 2006. In 2006, 426 units had external print materials compared with 485 in 2005, reflecting the movement to online resources that has been apparent since 2004. There has

**Industry e-learning resource for tour guides**

The Director of National Parks, in association with Charles Darwin University, has developed an industry e-learning resource for tour guides to cater for the seasonal nature of tour operations in World Heritage National Parks in the Northern Territory. TLDG staff worked with Lecturer in Tourism and Hospitality, Ian Hutton, in partnership with Parks Australia to produce a CD and website for a new e-learning training course for Kakadu guides, which was launched at Charles Darwin University by Senator Nigel Scullion in November 2006.

The e-learning resource provides a wealth of information on history, culture, flora and fauna and safety – presented in an easy-to-learn format with progressive assessment. There are also messages from the traditional owners and a guide to the correct pronunciation of Aboriginal names.

The new course will be compulsory for guides with tour operators in Kakadu from April, 2008. University staff are also involved in the preparation of a similar course for guides at Uluru and Kata-Tjuta, which is expected to come on-stream in 2007.
been an increasing use of tools within the Learnline course management system, with 36 units making use of the real-time tutorial tool Horizon Wimba, 101 with electronic reserve materials and 140 units making use of online assessment.

At the end of 2006, a University team comprising Barbara White, Jodi Tutty, Bob Dewhurst and Helen Rysavy won an award for best online educational website (small project) at the Australian Society for Computers in Learning in Tertiary Education (ASCILITE) awards in Sydney for the website associated with the unit HIT 234 Database Concepts. This was the second year in a row that the University won an ASCILITE award, given for the exemplary use of electronic technologies in teaching and learning in tertiary education.

The TOLL Virtual NT Practice Firm, a collaborative project between the TOLL Group of Companies, TDA Australia and the University was launched at the University by David Tollner, Member for Solomon. The practice firm, funded by DEST through a TDT Australia Enterprising Youth Project, is a simulated business environment, mirroring the real business world of industry partner TOLL Group. The practice firm provides an excellent platform for students wishing to train in the transport and logistics industry.

### New teacher-education programs

**Bachelor of Teaching and Learning (pre-service)**

SATAC Course code: 114461 / 134091

Course code: BTL-P

Faculty: Education, Health and Science

Charles Darwin University and the Department of Employment, Education and Training (DEET) joined forces to develop a suite of new Territory-tailored teacher-education courses.

The new teaching courses were the focus of a teacher-education summit held in March 2006 involving teachers, principals, students, teacher educators and community members. The summit identified, which ‘graduate exit attributes’ guided work on the development of degree content so that it aligned with government requirements, benchmarks and quality assurance standards. Key graduate exit attributes identified by the delegates included critical thinking, a futures perspective, Indigenous knowledge, written and oral communications, team-work and IT skills.

CDU’s Bachelor of Teaching and Learning (BTL), replacing the Bachelor of Education degree, places greater emphasis on the practicalities of teaching as a profession, with trainee teachers regularly getting into the classroom from the first weeks of their course. It is anticipated that the course will produce better trained teachers who will be ‘work-place ready’ on graduation.

Student teachers will be immersed in practical learning and their competencies judged in the classroom environment. The new BTL course incorporates the idea of ‘portal tasks’, where assessment focuses on students demonstrating that they can actually teach in a classroom situation. Another innovation is that trainee teachers will be assigned an individual learning manager – a CDU staff member who will act as a mentor and monitor the student’s progress.

Under an arrangement with the NT DEET, a cluster of schools in the Darwin and Palmerston areas have agreed to become teaching schools. A number of schools in Alice Springs will also join the program. Principals, assistant-principals and senior teachers finalised preparations for their roles in the new Bachelor of Teaching and Learning degree in a seminar at Charles Darwin University held in October 2006. These senior educationists, to be called ‘Professional Learning Leaders’, will mentor student teachers who will spend an increasing amount of time in their schools next year.

It is expected that the number of schools offering classroom experience for student teachers will increase next year, due to an unprecedented demand from prospective students.
Innovative VTE in School programs delivered by Charles Darwin University’s award-winning Crocodylus World Practice Firm and business partner Crocodylus Park were filmed by Channel 10 Brisbane, while the Crocodylus World Practice Firm and the University’s Palmerston Campus Travel Gateway Practice Firm were involved in virtual trade fairs held at Casuarina Senior College and at the Casuarina Campus.

Priority area 4: Improve effectiveness, efficiency and quality assurance of the teaching and learning enterprise

In 2006, the University focused on addressing the requirements of the Australian Quality Training Framework (AQTF), improving flexibility in VTE delivery and assessment, maximising opportunities provided by Information Technology and ensuring consistency across the schools in VTE operations. Initiatives have included:

- Improving moderation and validation of assessment
- A Qualification/course and Unit Quality Improvement Plan in place and informed by Student Experience of Learning and Teaching (SELT) process and industry feedback
- Content Management Systems Project
- 2006 Industry Satisfaction Survey
- Electronic rollbook project
- A VTE staff guide and a series of VTE information flyers, much of which focused on AQTF, published at the beginning of 2006.

- Support resources and information on improving processes, materials and delivery made available on the Academic Quality Planning and Vocational and Technical Education group (AQPVTE) website and advised to staff.

AQPVTE conducted an internal audit across all AQTF standards to identify where future improvements were required and to find examples of best practice. Particular focus was put on AQTF standards 7, 8 and 9, which had been identified in 2005 as high risk. Professional development and knowledge transfer was emphasised during the internal audit to continue the process of embedding good practice, consistency of approach and compliance across the University.

The University was successful in tendering for a three year fee-for-service contract for AQTF quality assurance qualifications for ConocoPhillips staff.

In 2006, the University welcomed Mr Aaron Devine as the new Director of Vocational and Technical Education and created two new staff positions, Senior Higher Education Advisor and Manager Academic Process Improvement, building on the capacity of AQPVTE to manage the processes and support for academic planning, as well as accreditation of the Higher Education teaching and learning programs.

In 2006, the University re-accredited 15 higher education programs and completed processes for the accreditation of 16 new programs. The latter included the Graduate Certificate and Master of Nursing, the Master of Midwifery and the Diploma of Child and Family Health developed by the Graduate School of Health Practice, a Diploma and Graduate Diploma in Languages, the Bachelor of Social Work, a Graduate Diploma in Knowledge and Information Management, the Juris Doctor and a suite of new teacher-education programs.
The preliminary stages of re-accreditation/accreditation for 65 higher education programs to be offered in 2008 were also undertaken in 2006. A series of workshops and information sessions were delivered across the University as well as support resources and information posted on the AQPVTE website to better inform staff and build a knowledge base of accreditation requirements. There was also development of processes, proformas and exemplars for the VTE Scope of Registration process, together with small group or one-on-one support to embed AQTF requirements into day-to-day practice.

Specific initiatives to improve higher education students experience of teaching and learning included:

- preparing and publishing on the internet recommended study plans for all Higher Education courses
- expansion of opportunity to exit with alternative awards from a higher level program
- review of the eligibility and processes for students from non-English-speaking backgrounds.

The University experienced strong mid-year enrolment to higher education programs in 2006, with overall higher education load increasing by close to 150 equivalent full-time students compared with 2005.

The University delivered training in over 100 locations in 2006, and committed to delivery and assessment based on national training packages. In 2006, of the 564 qualifications/courses delivered, 523 (93 percent) were from a national training package.

The management of the VTE profile was a key focus in 2006 and the University reported improved achievement against targets for 2006:

- apprenticeships and traineeships: delivered 386,000 AHC (99.7 percent achievement against target)
- recurrent-funded training: delivered 1,763.00 AHC (96.5 percent against target).

There were strong employment outcomes reported in 2006 for graduates in accountancy, with 100 percent of students finding employment within a three month period. Results of the 2005 national Student Outcomes Survey conducted by the National Centre for Vocational Education Research Ltd, published in 2006, revealed that 84 percent of Charles Darwin University VTE graduates were employed on completion of their course, with CDU graduates most likely to enter government administration, defence, retail trade and health and community services. Courses being delivered by CDU were regarded as highly relevant in the workforce, with 83 percent of respondents reporting that their employment allowed them to use their skills and abilities. Graduates were overwhelmingly satisfied with the course they completed, with 73 percent of graduates feeling they had achieved their main reason for undertaking the VET course they had enrolled in.

The University’s standing as a VET provider was enhanced by the award of Training Provider of the Year at the 2006 Department of Employment Education and Training NT Training Awards.

Future priorities for Teaching and Learning

The Futures Framework specifies a focus on professional, globally-oriented education and training. The key elements of this focus are:

- provision of education and training that engages with and meets the needs of business, professions and occupations
- provision of high-quality, student-centred education and training
- provision of innovative and technology-mediated approaches to teaching and learning that extend the University’s capacity to deliver education and training at any time and location
- graduates with the University’s Graduate Attributes, including personal and practical knowledge, a world view and citizenship skills, who have benefited from workplace and community learning experiences.

The University will measure its success through:

- improving responses from internal and external stakeholder feedback and survey instruments
- strong and improving graduate outcomes
- increasing flexibility of educational and training provision
- improving core competencies held by staff.
Charles Darwin University has developed a depth of research expertise and leadership to systematically examine issues of key importance to local regions. A focus on the peoples and environments of the tropics and Australian desert, with particular attention to Indigenous peoples, is helping to develop research capacity. This capacity is being used to provide the evidence necessary for government policy and community action to address important and complex problems in our regions.

Research

For 2006, the primary goal of the research enterprise at Charles Darwin University was to both enhance and specialise research activities within the institution with the aim of maximising the benefit to both the region and the wider academic community in four areas of strength: natural and cultural resource management; human health and wellbeing; teaching, learning and living; and community, development and identity.

Supporting this was a set of enabling objectives:

– Research priorities and capabilities should continue to be of benefit to the region.
– Research is to be focused on the highest priority themes.
– There should be an increase in research activity in every School.
– Increase the number of high-quality research students (particularly from interstate).
– Increase resident research capacity in the NT.
– Support regional interest groups to identify and define their needs.
– Ensure the research results are widely accessible and used.
– Strive for the highest quality research that is ethically based.
– Actively encourage researchers and users of research to network in creative interdisciplinary teams, including partnerships with other research providers.

2006 achievements

Natural and cultural resource management

Natural and cultural resource management is concerned with supporting sound management of natural and cultural resources within northern and central Australia, and the Asia-Pacific region. Particular focus is given to:

– landscapes and biodiversity, including impacts of environmental change on human and ecological health and wellbeing
– building livelihoods and economies from natural resources, especially through the sustainable development of micro-businesses and alternative livelihoods within regional and Indigenous communities
– water resource management from catchments to coasts, particularly sustaining cultural values and healthy ecosystems
– tools and analysis
– innovative building design for desert and tropical communities.
Water resource management was a topic of particular interest in 2006, with the University commencing a number of key projects. Environmental scientists Dr Michael Douglas and Professor Stephen Garnett are leading a major research team as part of a national initiative focusing on Tropical Rivers and Coastal Knowledge (TRaCK). The TRaCK research hub, hosted at Charles Darwin University’s Casuarina Campus, brings together over 50 leading tropical river and coastal researchers and managers from 10 agencies across Australia. The focus is on the sustainability of rivers and catchments from Cape York to Broome.

The TRaCK research initiative aims to increase knowledge of the important natural assets and ecosystems of tropical rivers and coasts. The hub will increase understanding of the implications of potential developments and identify opportunities to foster genuinely sustainable enterprises in the region.

A critical feature of the research is engagement with Indigenous people, who own and manage large parts of the region’s catchments and coasts.

The world-class research hub is being funded from the Commonwealth Environmental Research Facility (CERF) program over the next four years. Additional funding includes $3 million from Land and Water Australia and $4.8 million in kind from the NT Government. Further funding of $5 million from the National Water Commission has also been received, through its Raising National Water Standards program.

In other water-related initiatives, Dr Ian Fisher, Professor in Water Engineering, received funding from the Australian Government’s Community Water Grants program. Dr Fisher’s project will involve storing rainwater for use as drinking water at the Mungoorbada Community, Robinson River, 100 km south-east of Borroloola in the NT.

Professor Donna Craig from School for Social and Policy Research and Dr Naomi Rea from the School of Australian Indigenous Knowledge Systems commenced work on an agreement-based approach to customary law governance in water resource management. The project is funded by Land and Water Australia, and will be undertaken in collaboration with Macquarie University and the Parks and Wildlife Commission NT. The project aims to develop a bi-cultural approach for governance of water through the use of an Agreement that interfaces Western and customary law. Invaluable skills

**Alcan commits $600,000 to Charles Darwin University for environmental research program**

Charles Darwin University welcomed Alcan’s announcement on 4 August 2006 committing $600,000 to its Tropical Futures: Mineral Program. The program’s objective is to further minimise the environmental impact of mining and mineral processing activities in northern Australia, including the Northern Territory.

Vice-Chancellor Helen Garnett said Alcan’s commitment to ‘Tropical Futures’ is an important step in the right direction:

> ‘At CDU, we are committed to transforming the way we utilise our land, water, mineral and energy resources through a better understanding of environmental systems and the use of new technologies. Alcan is playing a critical role in this regard and, with this additional support from the mining industry, we will be able to further enhance sustainability within the resources sector.’

President of Pacific Operations for Alcan Bauxite and Alumina, Kurt Thurnherr said:

> ‘Alcan knows that building a successful company, and therefore a sustainable legacy, is directly linked to the economic, social and environmental contribution it makes to its operating communities. This is why Alcan is proud to be the first signatory to the ‘Tropical Futures’ program—a research initiative that is supported by the Northern Territory Government. Alcan’s partnership with CDU is part of its ongoing commitment to doing things the right way.’
and partnerships will be built covering research, knowledge, cultural and natural resource management.

Dr Naomi Rea and Mr Lucas Jordan of the School of Australian Indigenous Knowledge Systems received funds from the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) towards another water management project highlighting the knowledge of Indigenous women. The project employs and resources indigenous women from the Anmatyerre region to develop ways in which gendered knowledge, roles and responsibilities can be conveyed and provided for in decision-making regarding water resources.

A range of projects in the natural and cultural resource management area will benefit from a major upgrade of remote sensing equipment and technology from the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) towards another water management project highlighting the knowledge of Indigenous women. The project employs and resources indigenous women from the Anmatyerre region to develop ways in which gendered knowledge, roles and responsibilities can be conveyed and provided for in decision-making regarding water resources.

Charles Darwin Symposium Series – Prepare for Impact!

The Charles Darwin Symposium Series is closely related to the University’s research activities. Charles Darwin Symposia typically create a stimulating and cutting-edge debate, enabling people of differing perspectives, disciplines, professions, vocations and contexts to signpost policy and research issues relevant to challenges in the region.

The first symposium of 2006, Prepare for Impact! When people and environment collide in the tropics, considered a range of natural and cultural resource-management issues.

South-East Asia and tropical Australia are undergoing major changes, and these changes are likely to intensify in the next decade. Booming economies in China and India, and potentially other countries, are likely to drive exponential increases in demands for natural resources. Climate change is likely to have severe impacts, ranging from those associated with changes in severity of cyclones to those associated with sea-level rise in shallow oceans. Land-cover transformations, already a common feature in many parts, could well decimate biodiversity. Human disease outbreaks, which have already caused alarm and economic disruption, could remain a feature of the region. The challenges are immense; it is timely to reflect on transforming forces and our responses. These issues were addressed in this challenging symposium about environmental change, its impacts and the response in tropical Australia and neighbouring South-East Asia.

Dr Rolf Gerritsen discussing ‘Prepare for Impact! When people and environment collide in the tropics’ the first topic in the Charles Darwin Symposium Series.
facilities and GIS data-processing infrastructure, funded through an ARC Linkage Infrastructure, Equipment and Facilities grant. The upgrade will assist in the effective management of natural and environmental resources over vast areas, meeting an increasing need to regularly monitor the remote and extensive landscapes of northern Australia.

The Tropical Knowledge Research Award of the Northern Territory Research and Innovation Awards was won by School of Science and Primary Industry researchers Dr Renkang Peng, Associate Professor Keith Christian and Associate Professor Karen Gibb. Their work involved developing techniques to use green ants as biological control agents in tree crops in tropical Australia, Vietnam, Thailand and other parts of South-East Asia. The New Generation NT Research and Innovation Award was won by postgraduate student Matt Brearley for his work on thermal stress in athletes in the tropics.

In another award, Yasmin Antwertinger and Kate Mounsey, two University postgraduate research students, were among the winners of Northern Territory Young Achiever Awards. Yasmin is studying the use of corals as bio-monitors and won the Environment Award; Kate won the Science and Engineering Award for her investigation of drug resistance in scabies mites.

Human health and wellbeing

Human health and wellbeing is concerned with better understanding the many causes of ill health, and supporting the development of an interdisciplinary health service, leading to better health outcomes, particularly for Indigenous communities and remote-area populations. Focus is given to the development and evaluation of:

- governance of health services, including policy and program development, implementation and evaluation
- culturally appropriate services, based on a sound understanding of the biological, environmental and social determinants of chronic and tropical diseases, particularly among Indigenous peoples
- multi-professional health service delivery, which seeks to build an evidence base to shape health care and the delivery of related services
- early origins of chronic diseases based on knowledge and evidence of the complex causal pathways to chronic diseases
- tropical and emerging infectious diseases for Indigenous people and others living in tropical and remote environments, with emphasis on developing and assessing prevention and treatment methods
- welfare and community services, providing early intervention and prevention services appropriate to the social and cultural context of communities.

A highlight in the human health and wellbeing area for 2006 was the implementation of the first phase of Let’s Start, an early intervention program for pre-school students and their parents living in Darwin and the Tiwi Islands. Researchers (from the School of Social and Policy Research) and practitioners engaged in providing early intervention and prevention

‘Let’s Start’ is an early intervention program for pre-school students.
services appropriate to the social and cultural context of indigenous communities in these areas. With the publication of the final evaluation report *Ngaripirli gaajarri: an early intervention program on the Tiwi Islands*, Assoc Prof Gary Robinson and Assoc Prof Bill Tyler established the theoretical basis and evidence to develop the research program associated with the delivery of *Let’s Start* from 2006–2008. By focusing on improved parent-child interaction as a driver of social change, early interventions such as *Let’s Start* not only improve the social and emotional wellbeing of parents and children, but contribute to the prevention of suicide, substance misuse and domestic violence.

The Menzies School of Health Research continues to lead the nation in particular aspects of human health and wellbeing. Jonathan Carapetis took up his position as the new Director at the Menzies School of Health Research in June 2006. Prof Carapetis’ research was profiled in ‘10 of the best’, a booklet celebrating successful health and medical research projects funded by the Federal Government through the National Health and Medical Research Council (NHMRC).

The National Health and Medical Research Council (NHMRC) awarded over $4.5 million dollars worth of research funding towards the following projects at the Menzies School of Health Research in 2006:

- An Immunodiagnostic Assay for Scabies. Shelley Walton and Bart Currie’s research aims to develop a new diagnostic test for scabies, which is a major health issue in Indigenous communities, particularly in children. Scabies can lead to intensely itching lesions which often become infected with streptococcus. A simple, cheap and rapid test for scabies is an important step in controlling the parasite.

- Community action for smoking cessation in remote Aboriginal communities. Effective interventions to stop smoking could provide major health gains for Aboriginal Australians and reduce health costs. Alan Clough leads a team of researchers who propose an intervention based on an agreement whereby four remote communities in the ‘Top End’ will make a pact with the researchers to jointly try to reduce tobacco smoking using community-wide mobilisation, training and education.

- An epidemic of vulvar cancer in young women: investigating the role of Human Papillomavirus and genetic susceptibility. An epidemic of cases of vulvar cancer has been identified in younger Indigenous women living in remote communities in the Northern Territory. This team project, led by John Condon, was awarded $476,625 to investigate the cause of this epidemic of vulvar cancer and high-grade VIN.

- Health system performance and outcomes for Indigenous Australians with cancer: a national study. This project will, for the first time at a national level, assess health system performance and outcomes for Indigenous people with cancer. John Condon’s team will compare Indigenous with non-Indigenous cancer survival rates for Australia as a whole, including regional (urban/rural/remote) variations and time trends. This project will provide the methodological basis for regular reporting of Indigenous cancer survival and related statistics in the national cancer reporting system. It will also demonstrate that national monitoring of the acute care system for Indigenous people is possible for other conditions.

- Azithromycin versus placebo in the treatment of asymptomatic acute otitis media in young Aboriginal children. Through a randomised controlled trial, Peter Morris and his team will determine the benefits of doses of azithromycin given to children with asymptomatic acute middle ear infection. The results of the trial will become the best available evidence to guide the medical management of asymptomatic AOM in high-risk children. The trial is anticipated to make an important contribution in the shift toward more effective prevention and management of middle ear infection in Australian Aboriginal children.

- Aboriginal Birth Cohort Study: from childhood to adulthood. Gurmeet Singh and Dorothy Mackerras will continue a study into whether or not issues affecting babies born in remote Indigenous communities,
such as low birth weight, increase the risk of chronic illness later in life. This study has monitored babies from birth and will now examine these children as they reach their 18th birthdays for early signs of chronic disease such as heart disease. This is the oldest and largest study of an Indigenous population in the world.

- Mathematical modelling of bacterial carriage in children. Allen Cheng’s team will use mathematical models on data previously collected from other studies in Indigenous communities and children in childcare to answer important public health questions. The modelling will promote understanding of the social and health costs of bacterial infection in Aboriginal communities and childcare. It will use educational scenarios to promote uptake of the most cost-effective and socially acceptable interventions.

Teaching, learning and living

Teaching, learning and living concentrates on supporting the evolution of teaching and learning services appropriate to the Northern Territory and remote environment. Particular emphasis is given to:

- performance against key national indicators, including literacy, numeracy, attendance and retention
- effective teaching methods for conferring contemporary literacy and numeracy skills
- techniques reflecting evidence-based practice for harnessing new approaches and technologies across the teaching and learning spectrum
- robust analytical tools for costing, evaluating and driving reform in education systems.

The National Accelerated Literacy Program (NALP) continues to be an important area of work in the teaching, learning and living research focus. The program is a nationally funded initiative designed to improve the literacy standards of students who are currently failing to read at a level deemed appropriate for their age. The accelerated literacy approach provides teachers with a number of steps that make students familiar with the context and purpose of written discourse. It has proven successful in remote and Indigenous communities because it targets children with limited literary experience in the home.

Charles Darwin University’s role is to provide the strategies and resources to support the Northern Territory Department of Employment, Education and Training (DEET). The educational research program is developing methodology to ensure sustainable literacy improvements through effective educational reform and managed change. The program will be implemented across 100 schools, 700 teachers and 10,000 students by the end of 2008. Additional enquiries will see the overall numbers involved rise even higher. This includes Alcan assisting in improving their Indigenous pre-employment program, with a focus on adult literacy in Nhulunbuy.

The Accelerated Literacy Information Analysis System (ALIAS) was launched in 2006 to track and access student outcomes. It has been aligned with DEET’s student information to help measure performance against key national indicators, including literacy, numeracy, attendance and retention.

Towards the end of 2006, a team of researchers submitted an evaluation report for the first phase of the program. The Graduate Certificate in Accelerated Literacy was delivered to 57 students, including external students from South Australia.

The University is to develop a new program incorporating accelerated literacy methodology into vocational-training outcomes. Development work on this has begun in 2007, with first delivery of the pilot program planned for July.

Community, development and identity

This research focus spans community strength and experience and social and economic development in desert and tropical Australia and the Asia-Pacific region. Particular areas of interest include:

- understanding identity creation, including emerging regional and local identities and sources of conflict and solutions
- demographic and societal trends, informing planning and development
– regional economic development, providing sustainable and innovative solutions for communities and businesses

– community capacity building, empowering communities and strengthening resilience through policy reform and initiatives at the local and government levels

– cultural and creative industries, developing individual and institutional initiatives for practice and management.

The School for Social and Policy Research undertook a number of important Indigenous demographic studies in these areas 2006. Amongst these, Tony Barnes, John Condon and Tom Wilson developed a comprehensive population projection model for the Northern Territory. The model indicates considerable population growth in coming decades. Flowing from this, in December, Dr Wilson and Dr Condon published a paper on ‘Indigenous Population Change in the Northern Territory’ that made significant waves in the local and national media, and lent legitimacy to the view that governments must provide more teacher support and infrastructure to educate the next generation of Indigenous students.

In 2006 Assoc Prof Tess Lea received a prestigious Churchill Fellowship to visit international experts on education policy and practice working in Canada and America. Her subsequent report submitted to the Winston Churchill Memorial Trust contained a review of educational policies and practices in the NT, and laid the foundation for a wider debate on the past, present and future of Indigenous education.

Charles Darwin Symposium Series – Creative Citizenship

The second symposia of 2006, Creative Citizenship: Community, Creative Industries and the Future, focused on a range of community, development and identity issues.

Charles Darwin University has a successful history of engaging with its community through the creative arts and the broader context of creativity. In both Darwin and Alice Springs the creative arts have contributed significantly to the development of a strong community identity and to a community that supports creativity. On September 27 and 28, Charles Darwin University hosted a symposium in Alice Springs to explore various aspects of this relationship. The symposium focused on a number of key themes and case studies, including: the creative citizen; cultural identity through the creative arts; technology: building and linking communities; and public policy as a creative catalyst.

Vice-Chancellor Professor Helen Garnett opens the second symposia of the Charles Darwin Symposium Series – Creative Citizenship.
future of Indigenous Education and Employment at the Garma Key Forum. The key forum brought more than 450 people to meet on Yolngu country in north-east Arnhem Land for three days to discuss the theme, and the major issues raised at the forum were summarised and analysed in a report published by the University.

Related to community, development and identity, 2006 saw the completion of the ARC-funded project on timber harvest management for the Aboriginal arts industry. This ARC project was important because it established that the harvest of native tree species for woodcarving in central Arnhem Land is likely to be sustainable. The project has substantially increased understanding of how Indigenous artists in north Australia harvest native tree species and has developed methods for natural resource assessments applicable to a broad range of settings in Indigenous communities.

**Future priorities for Research**

The Futures Framework specifies a focus on knowledge to solve complex problems of importance to the communities of our regions. Key elements are:

- undertaking research that is focused on the important and critical needs of our regions, thereby contributing to improved social, cultural, economic, environmental and public health outcomes.

- an institutional research environment that is designed around our strengths, making attractive to researchers and research students.

- research and consultancy capacity being expanded in order to deliver outcomes to address the unique and complex problems experienced in our regions.

The University will measure its success through:

- improving trends in accepted research performance measures with particular emphasis on the impact of quality research both regionally and internationally

- improving numbers and capacity of postgraduate research students including enhanced strengths in the analysis of issues relevant to our region

- expanding demand for contract research services.
Community and Access

The core business area of Community and Access is led by the Pro Vice-Chancellor, Community and Access. Operationally, Community and Access activities are undertaken with central coordination in four areas: Indigenous support, articulated pathways, remote coordination and community engagement.

At the faculty and school level, Community and Access activities are explicit in local area planning, and are championed by key staff. The University also has a Dean of Indigenous Research and Education who provides leadership in areas relating to Indigenous culture and relevance.

2006 achievements

Highlights from the 2006 academic year are organised into four major areas of activity – pathways, community engagement, regional and remote and Indigenous support.

Pathways

Developing and promoting pathways into and through the University is important in supporting the University’s mission. This includes providing a range of routes for admission into either Higher Education or Vocational and Technical Educational offerings. It also includes providing avenues for moving between offerings, and for engaging directly with area schools, industry and government stakeholders and other communities.

The University has adopted a structured approach to working with local area schools, based around the negotiation of a (formal) letter of intent. These letters of intent ensure that both the school and the University have a clear expectation of what each party brings to the relationship, facilitate the school and the University working in a cooperative manner for the benefit of NT students and provide a framework upon which the relationship can be evaluated and monitored. To date, letters of intent have been signed with 41 NT schools with secondary enrolments.

Building upon this relationship with local schools, the provision of Vocational and Technical Education to secondary-school students has continued to grow. In 2006, the University provided 99,600 annual hours curriculum of training in schools, an increase of 21 percent over the previous year and a 13-fold increase over the last four years. The success of these programs is mirrored by the personal success of the participating students and staff, including Amina Sherif’s award of NT School Based Apprentice of the year and Brooke Rainbird’s awards of NT Vocational and Technical Education in Schools student of the year and the 2006 Prime Minister’s Award for Skills Excellence.

Another activity that builds upon the relationships with schools is ‘Try’a Trade’. Try’a Trade is a Worldskills Australia initiative, run in the Northern...
Territory as a partnership between the NT Department of Employment, Education and Training, Group Training Northern Territory, Territory Construction Association, and Charles Darwin University. The program encourages year 9 students to consider a career in the trades and take on Vocational and Technical Education subjects in their senior years of school. The event is interactive and provides students with an opportunity to have a go at various skill and trade occupations. The activities are entertaining, informative and offer interested people access to some of the basic skills involved in a range of trades. Over 400 students from local schools participated in the 2006 Try’aTrade event.

Community engagement

Community engagement is seen as a key to all Charles Darwin University activities, and is characterised by two-way partnerships between the University and its communities to yield mutually beneficial outcomes. Throughout 2006, work continued on developing quantifiable approaches to identification and measurement of the extent and impact of community engagement at the University.

The Pro Vice-Chancellor Community and Access was elected to the role of Vice-President of the Australian Universities’ Community Engagement Alliance and CDU was selected to host the 2007 national conference of this group at the Alice Springs Campus.

Regional and remote

The past year saw Charles Darwin University change and improve its approach to coordination of the delivery of education and training in the regional and remote areas of the Northern Territory. A new Director of Remote Coordination was appointed, supported by a team of seven administrators with an explicit focus on improving the customer service and community engagement in University centres and campuses.

Change in government policy impacting regional and remote delivery was also a feature of the past year. Federal Government Indigenous policies started a change in direction in 2005, particularly in regard to the conduct of Community Development Employment Programs (CDEP); the raising of Remote Area Exemptions (REAs); and the establishment of Shared Responsibility Agreements (SRAs). At Territory Government level, local government reform was undertaken, with nine Shires expected to be established across the remote regions of the Territory in 2007 to replace over 50 local councils. Each of these strategies placed an emphasis on the need for Australians to ‘learn and earn’.

In response to this new policy agenda, Charles Darwin University initiated a new way of conducting business in regional and remote areas, based around four steps:

Step 1. Skills and qualifications audit

To inform development of the relationship between the University and the regional/remote area, a skills and qualifications audit of community members is first undertaken. This initiative provides essential data in terms of individual backgrounds, achievements and aspirations. It also provides the community with an evidence base from which to form a training plan, and often melds well with employment audits conducted for local government and the Department of Employment and Workplace Relations.

During 2006, some 2,000 audits were conducted in various communities across the Territory, and this information was made available to the community and to the stakeholders within the University.

Step 2. Community agreements

The data provided to communities by way of skills and qualifications audits empowers the community to set its development pathways, particularly its training plans. Again at the invitation of the communities, the Remote Coordination team typically engages in dialogue towards a formal agreement between the two parties, which sees Charles Darwin University as the preferred provider of education and training for the community.

Step 3. Networking

Networking with other service providers is important in avoiding both duplication and oversight of services to the community in regard to education and training delivery. For example, the Central Australian Education and Training Network was established in Alice Springs to provide networking opportunities amongst public and private providers, job networks, government and non-government agencies and other stakeholders via monthly meetings. Amongst its various collaborative initiatives, the network
tracks the delivery of education and training in the Central Australian region, by community and by provider.

In 2006, background work was completed towards more efficient and effective use of existing capital infrastructure as part of the Memorandum of Cooperation between CDU and the Batchelor Institute of Indigenous Tertiary Education.

**Step 4. Customer service**

The approach taken by the Remote Coordination team in 2006 has been one of facilitation. The team has placed customer service as the pre-eminent role to be played by them in order to achieve individual and community outcomes, with a focus on eliminating barriers to successful education and training outcome achievement.

The Remote Coordination team was able to work with other areas of the University to deliver 76 VETI in schools programs, with some 765 participants in remote and regional areas.

**Indigenous support**

Charles Darwin University is the largest provider of tertiary education and training to Aboriginal and Torres Straight Islanders in the Northern Territory. In 2006, 217 Indigenous students were enrolled in higher education. In the Vocational and Technical Education area, almost 40% of the student population identified as Indigenous. Nearly 32 percent of all training hours delivered at CDU in 2006 were made to Indigenous students with an increase from 713,000 hours in 2005 to 761,000 hours in 2006. The number of students completing a new Australian apprenticeship qualification more than doubled from 66 in 2005 to 136 in 2006.

Positive results are evident from a number of University initiatives that build upon Indigenous perspectives. These initiatives include the annual development of a comprehensive Indigenous education statement, the community-based Indigenous Reference Group, the Vice-Chancellor’s Indigenous Cadetships, training for staff in cultural competency and the combined work of the Indigenous Academic Support Unit and the Dean of Indigenous Research and Education.

In addition to personal enquiries from students/school support staff, 982 Indigenous high-school-age children and 215 school support staff and/or community representatives interacted with the Indigenous Academic Support Unit throughout 2006 as part of planned activities.

‘Taste of Uni’ is a program championed by the Dean of Indigenous Research and Education and implemented by the Indigenous Academic Support Unit. Each year in its three years of operation has seen the program grow dramatically from 49 participants in the pilot held in 2004 to 490 participants in 2006. Four one-day Taste of Uni days were held, three in Darwin and one in Alice Springs. The participants came from 18 schools from across the Northern Territory.

The Indigenous Academic Support Unit has coordinated visits to CDU campuses (Casuarina and Alice Springs) by 12 schools with 99 students and 69 school and community members (not including Taste of Uni). In organising the visits, schools were asked beforehand to nominate key interest areas of students, so that personalised tours and talks from relevant CDU staff could be arranged.

**A new approach to community training**

Jilkminggan is a remote community located on the banks of the Roper River about 150 kilometers from Katherine.

In 2006, Charles Darwin University was invited to implement a new approach to training in Jilkminggan. The approach incorporates the completion of a skills audit for individuals in the community. The skills audit is used to identify training requirements and inform training program development. Training delivery subsequently began in August, when a Mobile Adult Learning Unit (MALU) was relocated to Jilkminggan from Alice Springs and used as a community training centre for several months.

Programs delivered by Charles Darwin University in Jilkminggan included computer and business skills, as well as a new introduction to the leadership and supervision program.
Increasing awareness and understanding of Indigenous perspectives

Developing an understanding of Indigenous perspectives to enable the University to best serve the needs of Indigenous communities, and incorporating these perspectives and needs into mainstream University core business areas, are important aspects of University activity.

Initiatives towards increasing awareness and understanding include:

- Coordination of the three-day-forum component of the Garma Festival. In 2006, the forum had a focus on Indigenous education and training, and enhanced the understanding of what is working and why, and the policy and practice changes that are most likely to improve outcomes in the years ahead.
- Inclusion of Indigenous cultural awareness components in all Higher Education courses, through a unit that is required content in all courses.
- Inclusion of Indigenous content in units generally. This includes units in law, business, creative arts and environmental science that incorporate Indigenous knowledge and practice, and the introduction of specific streams in the new Bachelor of Teaching and Learning and the revamped Bachelor of Nursing.
- Development of Indigenous language and culture programs.
- Expansion of Indigenous knowledge research, together with substantial involvement of Indigenous elders and Indigenous youth.

Relevant to the last point above, the University has actively supported the growth of the North Australian Indigenous Land and Sea Management Alliance (NAILSMA). NAILSMA is a peak Indigenous alliance across northern Australia that brings together Indigenous land and sea managers and regional Indigenous organisations. It provides opportunities:

- to access new resources for land and sea management
- to share knowledge and experience, including the exchange of Western and Indigenous knowledge in research activities involving both community-based and university staff
- to develop leadership and intergenerational capacity
- to achieve a strong voice to advocate for Indigenous land and sea managers on issues that are of concern across northern Australia.

The close cooperation of the University with NAILSMA has facilitated training of Indigenous students in local contexts across the NT and the Kimberley region of Western Australia. Grant funding for NAILSMA has grown to $2.9 million per annum (average), with an expectation that additional grants in 2007 will almost triple this figure.

Employer of choice

As one of the largest employers in the Northern Territory, Charles Darwin University has put in place a number of mechanisms to encourage and support Indigenous employment growth. A new Indigenous employment strategy commenced in 2006, providing a range of recruitment, career development and retention initiatives. These include establishment of an Indigenous traineeship program under Structured Training and Employment Project (STEP) funding, and the commencement of an Indigenous work-experience program, bringing Indigenous secondary students from three schools into the University for five weeks. Supporting this, delivery of cross-cultural training to University staff is now widespread, will be expanded to other organisations and companies in the Northern Territory.

Partly in recognition of these initiatives, in 2006 Charles Darwin University was one of five Northern Territory businesses invited to sign a Memorandum of Understanding (MOU) with the Commonwealth Minister for Employment and Workplace Relations to provide more job opportunities for Indigenous Australians. The MOU enables the University to become part of the Corporate Leaders for Indigenous Employment Project. The University is one of 81 signatories from around Australia committed to and actively participating in the project.

Both the Northern Land Council and the Central Australian National Aboriginal and Islander Day of Commemoration Committee made awards to Charles Darwin University for excellence in training and education for Indigenous Territorians.

Future priorities for Community and Access

In developing the university’s Futures Framework, the importance of achieving Indigenous participation and relevance is highlighted.
Within the Futures Framework, Indigenous participation and relevance has three major elements:

- developing an understanding of Indigenous perspectives to enable the University to best serve the needs of Indigenous citizens and communities
- improving access and providing additional support to Indigenous students, staff and other stakeholders
- incorporating Indigenous perspectives and needs into mainstream University core-business areas.

Trends that the University will be seeking as indicators of success from 2007 onwards include:

- improving numbers of Indigenous enrolments across a diverse range of courses and at higher levels
- improving outcomes in and for communities in which the University works, including promoting Indigenous leadership and greater emphasis on the integration of Indigenous and Western knowledge
- recognition as being an employer with an increasing number of Indigenous employees across a diverse range of positions and at higher levels.

Resources will be directed towards these ends in 2007.

### 2006 Garma Festival Forum – Indigenous education and training

Raising the levels of literacy, numeracy and training opportunities for Indigenous students is one of the greatest civil-rights challenges facing Australia today, according to many of the key speakers at the recent 2006 Garma Forum.

Coordinated by Charles Darwin University’s School for Social and Policy Research, the three-day forum was a major feature of the Garma Festival held at Gulkula, 40 km from the mining township of Nhulunbuy, in north-east Arnhem Land from 4–8 August 2006. The forum, chaired by ABC Radio National’s ‘Late Night Live’ program presenter Phillip Adams, focused on past and present education policy and practice and examined ways to build and adapt non-Indigenous and Indigenous capacities to learn together. Special attention was paid to work-readiness and on-the-job training programs.

The forum included workshops, presentations, panel discussions and learning exchanges. Discussions were led by a diverse range of speakers, including leaders from traditional Indigenous communities, government officials, policy makers, politicians, academic researchers, teachers, health workers and corporate representatives. A common theme was the urgent need for action to deal with the issues of disadvantage and lack of access and resources for education and training in Indigenous communities.
In keeping with its strategic aspirations, Charles Darwin University has Business Development as an explicit core business activity. The University looks to engage broadly with the community in entrepreneurial activities, with the aim of supporting development of the region and expanding commercial engagement and revenue in a managed and diversified way.

**Business Development**

The Business Development portfolio includes three business units:

- **BusinessLink**, which manages the commercial activities at Charles Darwin University, including attracting, facilitating and assisting in the development of business proposals, training packages, consulting, contract research and project management. The unit manages tenders, contracts for commercial research, delivery of tailored courses for fee-paying students, partnership and consortium arrangement, and intellectual property management.

- **External Relations**, with responsibility for fundraising, support for the Charles Darwin University Foundation, alumni, corporate relations and protocol support for University events.

- **International Student Recruitment**, with responsibility for international student recruitment and support.

Central business development units work closely with the faculties and schools to develop and manage business opportunities throughout the University.

Initiatives throughout the portfolio focus on enhancing the quantity and quality of business development through improving internal processes, promotion of the University’s capabilities and formation of strategic alliances and partnerships in the pursuit of opportunities.

**2006 achievements**

**BusinessLink**

In 2006, the team increased its capacity to provide a central service to the faculties through improvements made to technical processes and tools for the facilitation of business-development activities. The unit also worked with school business champions, including the Business Development Panel, to improve output. The BusinessLink team produced a Capability document to promote the University’s expertise in training, research and consultancy to government and industry.

A sample of BusinessLink/business-development activities includes the following:

- The short course program in its first full year ran 35 one- to three-day courses in Darwin and Alice Springs with more than 400 participants in
total. The program was developed in partnership with the Australian Institute of Management but also includes a range of the University’s own professional short courses for individuals and businesses.

– The year 2006 was the first in the University’s six-year contract with the Northern Territory’s Power and Water Corporation to deliver a complete range of training services for its operational and professional staff across the Territory, as well as recruitment and training of apprentices. The training is delivered by Charles Darwin University in association with Connell Wagner and Group Training NT. Implementation of this project involved the establishment of a management team and administrative processes to meet the client’s needs. This project is an example of the University’s strengths as a dual-sector university, with the ability to assist large organisations across the board, from hands-on training of apprentices in the workplace to postgraduate technical and management studies for senior staff.

– Charles Darwin University worked with the Director of National Parks to facilitate the delivery of training and assessment of knowledge for tour guides in Kakadu and Uluru-Kata Tjuta National Parks in the Northern Territory. The project goal is to encourage the uptake of accurate, relevant and culturally sensitive information by tour guides working for various employers. More information on this development can be found on page 33.

– Charles Darwin University was commissioned to develop a report for mining company Alcan Gove Pty Ltd. The report included a framework for identifying Yolngu peoples’ beliefs about the mine and its impact. It also suggested appropriate site-specific sets of indicators that measured the impacts of mining on Yolngu society and culture and economic benefits of mining for Alcan and Yolngu, as well as a methodology for continuous monitoring of the proposed indicators.

– The methodology for this project was developed by acknowledging that the process of specifying the indicators needed to be culturally appropriate and relevant to all people in the vicinity of the mine site. The project methodology explicitly addressed three issues, namely representation, participation and information dissemination.

– Under the Partnership Agreement between Charles Darwin University and the Northern Territory Government, CDU carried out several important consultancies in 2006. One project was an evaluation of the Northern Territory Government’s Remote Workforce Development Strategy. This report analysed the effectiveness of the strategy and the impact of projects and initiatives funded through the strategy.

Vice Chancellor, Professor Helen Garnett and Power and Water’s Kim Wood celebrate the six-year $18m training agreement.
International student recruitment

The International Office had a very busy and successful year, with a significant increase in enrolments. Achievements include:

- There was an overall annual increase of 38 percent relative to 2005 for commencing international student enrolments.

- Total enrolled international students increased overall by 26 percent, with 314 total enrolled international students in semester 2 of 2006. Key markets continue to be India, Indonesia, Philippines and China, but the broad diversity of country of origin, a characteristic of CDU’s international student population, has been maintained, with almost 60 countries represented.

- Charles Darwin University won the NT Government/Austrade Export Award in the Services category.

- The International Office conducted recruitment and marketing missions to India, Indonesia, Philippines, China, Malaysia, Taiwan, Hong Kong, Vietnam, USA and Canada. The University works closely with the Skilled Migration Unit in the NT Department of Business, Economic and Regional Development in markets where Australian migration is a key motivator for international students.

- The Darwin English Centre, a joint venture between the University and Australian Centre for Languages, operated successfully throughout 2006. Students included 19 Indonesian nurses by a gift from Northern Territory Government to the Government of Indonesia.

External Relations, Alumni and Development

Donations to the Charles Darwin University Foundation increased by 93 percent in 2006, to $1,081,749. The University acknowledges the generosity of its individual and corporate donors and the support of members of the Foundation.

Significant donations and other highlights include:

- Mr Edgar Dunis donated shares valued at $165,950. The Edgar Dunis Arts Scholarship has been established through Charles Darwin University Foundation to assist students in a Bachelor of Visual Arts at CDU. Edgar Dunis completed a Bachelor of Fine Arts in 1986. Now in his 80s, Edgar is a long-standing supporter of Charles Darwin University, in particular the School of Creative Arts, and has been a member of the Foundation since 2000 and an alumnus since 2001. There are two scholarships available, one for Darwin and one for Alice Springs. The value of the Edgar Dunis Arts Scholarship is $5,000 for one year.

Nineteen Indonesian nurses participated in the Darwin English Centre, courtesy of the Northern Territory Government.
– Power and Water Corporation donated $200,000 to support the Power and Water Foundation Chair in Civil Engineering and engineering scholarships.

– CSC Australia also donated $176,100 to support a variety of projects and activities in IT.

– Ford vehicles valued at $130,000 were donated by Frost Ford and Centralian Motors to support our apprentice training in Darwin and Alice Springs.

– Newmont Mining, HWE Mining and Hastings Deering joined forces to donate equipment and manuals to our School of Trades with a total value of $97,500.

– A total of 39 donor scholarships were presented in 2006 compared with 12 in 2005 and over 80 scholarships will be offered in 2007. Scholarship presentation ceremonies were held in Darwin, Katherine, Alice Springs and Nhulunbuy.

– The University is now supported by the George Alexander Foundation, which has granted $48,000 each year for three years for Higher Education, Indigenous, VTE and accommodation scholarships at the University and to support and encourage talented young people who are disadvantaged.

– There were 2,580 new alumni members in 2006. A number of alumni events were held during the year, including the Law Alumni Ball and two cocktail parties hosted by the Vice-Chancellor. An alumni scholarship from alumni appeal funds was set up in 2006 for a sibling or child of a member of Charles Darwin University’s alumni who is also a graduate of Charles Darwin University.

Future priorities for Business Development

In line with the Futures Framework, Business Development will focus on the following key areas:

– continue to provide leadership, advice and support for efficient, high quality and profitable business development

– promote and market business development services and University and its programs for the purpose of international student recruitment and fundraising

– coordinate interaction with key organisations.

Measures of success will include:

– expanding demand for contract research services

– increasing value of work undertaken through partnerships

– expanding philanthropic support for university activities through increasing revenue and from donations, bequests and philanthropic trusts and increasing interest and support from Alumni.
Corporate Services

Corporate Services has positioned itself to support and facilitate this growth. In this vein, the primary objective of Corporate Services is to facilitate the University’s goals and activities by active management and leadership in efficient acquisition and use of resources.

2006 achievements

Workforce development

The ability of the University to achieve its goals and objectives is directly related to the strengths, capabilities and engagement of staff members which are fostered through good work force planning and development. The University continues to focus on creating a workplace that is supportive of employees’ needs and provides a wide range of development opportunities across all areas of core business. Work in 2006 to this end included the rollout of a new performance development and review system. The system aims to balance achievement of goals, attainment of role-specific competencies and the undertaking of development activities. The new performance development and review system is supported by a competency framework articulating the skills and knowledge required for success at Charles Darwin University, and an associated professional development program.

Supporting professional development, an innovative joint program commenced in 2006 with Victoria University with the aim of developing the leadership capability of staff within these dual-sector, multi-campus universities. The ‘Partnering in Leadership’ program was designed to address specific needs of the two universities and is closely tied to the overall strategic objectives of both organisations. The first round of the program targeted heads of schools and senior administrators from each university, with activities including participation in a three-day residential session in Melbourne.

University activities to encourage Indigenous participation were supported by the implementation of a new Indigenous Employment Strategy. Charles Darwin University was one of five Northern Territory businesses to sign a Memorandum of Understanding in 2006 with the Commonwealth Minister for Employment and Workplace Relations to provide more job opportunities for Indigenous Australians. The MOU enables the University to become a signatory to the Corporate Leaders for Indigenous Employment Project.

CDU received favourable commentary from the Equal Opportunity for Women in the Workplace Agency on the removal of barriers for women’s access and progression at the University.
The Regional Disability Liaison Officer coordinated activities for Disability Awareness Week (13-18 August), at Darwin and Palmerston. A significant event was an employers breakfast, a cooperative venture between the Chamber of Commerce and the Employment Network in Darwin. Mark Bagshaw, Senior Marketing Consultant with IBM, was the guest speaker and made a significant impact on the audience when he made the business case for employing people with a disability and encouraged other employers to employ people with a disability.

A significant event for Charles Darwin University during Disability Awareness Week is the Employers Breakfast. Mark Bagshaw, Senior Marketing Consultant with IBM, was the guest speaker at the breakfast in 2006.

Review, improvement and systemisation of Vocational and Technical Education processes

Charles Darwin University is a dual-sector tertiary institution, providing the majority of Vocational and Technical Education and Higher Education in the Northern Territory.

Past anecdotal evidence has suggested that the efficiency and effectiveness of the University’s Vocational and Technical Education offerings could be enhanced by changes and improvements to the internal frameworks, systems and processes that support and facilitate training delivery. To this end, 2006 saw the commencement of major reviews and development work in a variety of support and administrative areas, conducted parallel to a major review of the approaches to training delivery from a teaching and learning perspective (described in the Teaching and Learning section of this report). A ‘knowledge management’ approach is being taken, with the project team including members from both administrative and academic areas so that best-practice can be articulated and systematised across a range of areas, including process, management frameworks, IT systems, and staff training.

Some early results of this include:

- Development, accreditation and implementation of a Vocational and Technical Education unit for training/study for CDU staff, ‘Maintaining information requirements of training and/or assessment organisations’. The unit provides detailed instruction on matters pertaining to the process of administering a VTE student. Training in the unit commenced in the latter half of 2006 across all University campuses.

- Some enhancements to the student management system, especially in the area of entering and reporting results. These enhancements will be extended in 2007 by an overhaul of the system setup.

Important system improvements will come online in 2007 and 2008, as core functionality of the student management system is expanded. These expansions have been scoped and will be developed in a three-way partnership.
between the University, the Batchelor Institute for Indigenous Tertiary and the system manufacturer (Callista). Many of the system improvements will be equally applicable to Higher Education operations, and will facilitate greater collaboration between Batchelor Institute and the University. Commonwealth financial support has been granted to this end.

**Student amenities post-VSU**

In December 2005, the Commonwealth passed legislation to make membership of student associations voluntary. This Voluntary Student Unionism (VSU) legislation restricted the University from collecting non-voluntary student amenities fees from semester 2 of 2006. The VSU legislation was particularly problematic for the Charles Darwin University Students’ Union. The Students’ Union began to contract its operations as soon as the Government announced its intention to pursue VSU legislation, and by March 2006 the Students’ Union had few staff and was unable to provide a worthwhile range of services.

Over the course of 2006, the University negotiated with the Students’ Union, as well as the Sports Association and the Postgraduate Student Association, options for setting up an overarching group to liaise with and support student associations. Acting on this advice, establishment of ‘CDU Amenities Limited’, a company limited by guarantee and not having a share capital, was pursued in late 2006 (formally established in early 2007). CDU Amenities Limited will coordinate the provision of amenities and provide administration support to student associations.

**Student support**

In early 2006, an intervention service was introduced for students who were deemed academically ‘at risk’. This new service, invited all students who were advised of their poor academic performance to make contact with Support and Equity Services, where additional support mechanisms could be put in place. International students are also being closely monitored and where appropriate case-managed to ensure that assistance is provided to improve their academic progress.

The University continues to see growth in the number of scholarships awarded to students. More than 100 scholarships were awarded to support Higher Education study in 2006, including 39 donor scholarships and 50 Commonwealth Learning Scholarships. The University also awarded 15 equity scholarships to full-time students who demonstrated financial hardship, lived in an isolated area and/or had a disability.

**Systems**

By national benchmarks, Charles Darwin University has one of the leanest administrative staff complements in the tertiary education sector, in the order of 25–30 percent below national norms. Providing a good level of customer service and compliance in this context requires a strong focus on automation of high-volume transactions.

To this end, enterprise systems improvement and automation have been a major theme for the University.
in recent years. This includes replacement or upgrade of the three major business systems (financial, human resource information and system management), establishment of the physical infrastructure (servers, storage and backup devices, and the rooms in which they sit) and acquisition of the bandwidth necessary to support the systems across a distributed campus environment. In 2006, a new library-management system was brought online, the culmination of a 12-month project. Complementing this, the construction of a new computer-based learning precinct in the Library at Palmerston Campus commenced, with the aim of having it ready for the beginning of the 2007 academic year.

Also in the systems area, the first stage of a custom-built Cognos Automated Budgeting Tool was rolled out. The tool, built with support from the Commonwealth Workplace Productivity Program, will form the core of data warehouse and executive reporting work in 2007.

The University also continued its rollout of an institution-wide help desk and contact-management software system, based around HP Open View Service Desk. The system allows each area to record customer contacts and responses, and has proven beneficial in tracking and referencing customer enquiries. The rollout will continue throughout service areas of the University during 2007, improving tracking and customer service and informing institution-wide service improvement initiatives.

**Business enterprise outcomes**

Included within the Corporate Services umbrella are a number of business enterprise units that provide support to University operations while operating on a self-funding basis. These include the Bookshop, North Flinders International House, the Child Care Centre, UniPrint NT, Northern Editions and Territory Radio. Collectively these units provide a positive contribution to the revenue of the University.

**Bookshop**

The Bookshop had another successful year in 2006. Textbook sales increased in line with increased student numbers. The online internet sales service that commenced in Semester 1 of 2006 streamlined customer order processing and resulted in quicker delivery times for remote and regional students throughout the Territory. Community engagement continued with the Bookshop having another successful collaboration as on-site bookseller for Wordstorm, the Darwin Writers Festival in May and the October sale, the latter achieving an increase in customer numbers.

**Territory Radio**

On air, the station continued to reposition itself as a professional and listenable community broadcaster appealing to a wide range of listeners. For music, the station has a defined middle-of-the-road policy. The new format for Territory Talk with Daryl Manzie offers interview and editorial opportunities. In-studio interviews in 2006 included Kim Beasley, Julia Guilard, Federal Indigenous Affairs Minister Mal Brough, and Federal Education Minister Julie Bishop, to name a few. Regular weekly interviews and programs include the Vice-Chancellor, other senior University staff, visiting researchers, University guests and celebrities from the popular arts. Parliamentary broadcasts of question time continued in 2006, along with outside broadcasts for community, University and sponsor events. The events included the NT Careers Expo, Adult Learner’s Week, Royal Darwin Show, NT Sports Awards and the Brolga Tourism Awards.

Anecdotal evidence of greater listenership was mirrored by an expansion in sponsorship, the latter exceeding budget expectations. The station actively promotes the University brand through a strong association and providing key University interest spots. Coverage now includes Alice Springs 98.7. Territory Radio also supplies programs and community support to Adelaide River 99.7, Batchelor 98.5, Gove 106.9, Jabiru 104.1 and Lake Bennett 96.9.

**Northern Editions printmaking studio and gallery**

Northern Editions printmaking studio printed 76 editions in 2006, including new work by Jilamara artists and a suite by WA artist Shane Pickett. Print workshops were conducted on Melville Island and on campus with artists from Jilamara art centre and in Balgo with Warlayirti artists at the edge of the Great Sandy Desert, WA. On campus,
renowned Alice Springs artists Marina Strocchi and Wayne Eager undertook a two-week workshop in etching and lithography funded by the Northern Territory Government through the Arts Grant Program.

Northern Editions gallery delivered five exhibitions on Casuarina Campus, including the high-profile Collector’s Editions: iconic Waringarri prints from the Kimberley, Alan Griffiths; paintings and prints and Jilamara: new etchings from Melville Island over the peak season of July-August. The Jilamara etchings were co-published with Jilamara Arts and Craft and were later exhibited in Melbourne by Alison Kelly Gallery. Pre-orders of the prestigious Warlayirti suite sold out with the National Gallery of Australia and Art Gallery of South Australia acquiring suites as well as numerous private and corporate collections. The Art Gallery of New South Wales and National Gallery of Victoria have reserved suites. The Warlayirti suite was also exhibited at Alcaston Gallery in Melbourne.

North Flinders International House
North Flinders International House is a 248 bed residence providing accommodation for local and international students attending the University. In 2005 a major refurbishing program commenced with the refurbishment of internals including new furnishings. In 2006 the externals are receiving attention. An extensive CVT surveillance system was also installed. The student feedback to these improvements has been positive, with occupancy during semesters being close to the maximum.

Child Care Centre
The centre continued to operate at capacity providing high quality child care for 170 families of University staff and students.

Uniprint NT
Another successful year was had by Uniprint NT, the University printery. Finalisation of equipment upgrades in both digital and offset printing ensured sales budgets were exceeded and also led to improved performances in product quality, competitiveness and delivery of all work undertaken. Uniprint NT Alice Springs experienced an increase in digital volumes of 41% over the preceding year, clearly highlighting the customer support for the services offered. In the latter part of 2006 Uniprint NT responded to a request for proposals issued by the University and after a rigorous process Uniprint NT was awarded a 3-year contract to manage the provision of printing across the university. The implementation of this service will be March / April 2007. Uniprint NT staff take pride in their skills and knowledge and enjoy utilising these to assist customers achieve their requirements.

Northern Editions printmaking studio printed 76 editions in 2006.
Building works

The University continued a major program of building activities in 2006. Highlights include:

- finalisation of the construction of the new Higher Education building at Alice Springs
- commencement of the construction of a new teaching bakery and refurbishing areas of the teaching kitchens at Palmerston
- completion of the construction of Student Square at Casuarina
- commencement of the ‘Way Finding’ project, which will provide a new precinct model for the Casuarina Campus and new signage
- construction of a new Learning Precinct at Palmerston
- major internal refurbishment at North Flinders International House student accommodation
- construction of a new Multi-Media Laboratory at Casuarina.

- embed staff development in-line with the Code of Ethics and Staff Competency Framework.

Maintenance objectives include:

- expanding the administrative capacity of the organisation to support the University’s programs and services, through continued development of the Corporate Services unit and skills profile and the suite of supporting infrastructure
- expanding the financial base of the institution through improved financial management, through revenue raising and diversification including via the quasi-commercial units, and through asset development and management as well as development of associated support services
- continuing to address governance and compliance needs as they arise, including Commonwealth and Territory legislative requirements and measures to ensure that the organisation is fulfilling its mission.

Future priorities for Corporate Services

Future priorities for Corporate Services include activities that directly support the Futures Framework, and maintenance objectives of continuous improvement.

Supporting the Futures Framework, priorities are to:

- implement frameworks to recruit, support and develop Indigenous staff
Summary of Financial Statements

Charles Darwin University and its controlled entities

Income Statement for the year ended 31 December 2006

<table>
<thead>
<tr>
<th></th>
<th>Consolidated</th>
<th>Parent Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006 $'000</td>
<td>2005 $'000</td>
</tr>
<tr>
<td>Income from Continuing Operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian Government Financial Assistance</td>
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<td>47,663</td>
</tr>
<tr>
<td>Australian Government Grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HECS - HELP Student Payments</td>
<td>2,586</td>
<td>1,889</td>
</tr>
<tr>
<td>HECS - HELP Australian Govt Payments</td>
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<td>8,813</td>
</tr>
<tr>
<td>FEE - HELP</td>
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<td>389</td>
</tr>
<tr>
<td>Postgraduate Education Loan Scheme</td>
<td>-</td>
<td>100</td>
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<tr>
<td>NT Government Financial Assistance</td>
<td>54,383</td>
<td>54,965</td>
</tr>
<tr>
<td>Fees and Charges</td>
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<td>12,417</td>
</tr>
<tr>
<td>Investment Income</td>
<td>3,675</td>
<td>3,187</td>
</tr>
<tr>
<td>Consultancy and Contracts</td>
<td>10,745</td>
<td>8,448</td>
</tr>
<tr>
<td>Other Income</td>
<td>15,670</td>
<td>11,099</td>
</tr>
<tr>
<td><strong>Total Revenue from Continuing Operations</strong></td>
<td><strong>159,543</strong></td>
<td><strong>148,970</strong></td>
</tr>
</tbody>
</table>

Expenses from Continuing Operations

|                                | Consolidated | Parent Entity |
|                                | 2006 $'000   | 2005 $'000   |
| Employee Benefits and On costs | 88,027       | 78,670       | 79,099      | 70,448      |
| Depreciation and Amortisation  | 9,556        | 10,325       | 9,352       | 10,120      |
| Repairs and Maintenance        | 6,799        | 5,526        | 6,709       | 5,349       |
| Finance Costs                  | 63           | 87           | 63          | 87          |
| Bad and Doubtful Debts         | 402          | 335          | 399         | 336         |
| Other Expenses                 | 49,212       | 47,957       | 43,754      | 39,957      |
| **Total Expenses from Continuing Operations** | **154,059** | **142,900**  | **139,376** | **126,297** |

Operating Result before Income Tax Expense | 5,484        | 6,070        | 3,099       | 6,174       |

Income Tax | - | - | - |

Operating Result from Continuing Operations | 5,484        | 6,070        | 3,099       | 6,174       |

Operating Result after Income Tax for the period | 5,484        | 6,070        | 3,099       | 6,174       |

Operating Result attributable to members of Charles Darwin University | 5,484        | 6,070        | 3,099       | 6,174       |
### Balance Sheet for the year ended 31 December 2006

<table>
<thead>
<tr>
<th></th>
<th>Consolidated 2006</th>
<th>Parent Entity 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$'000</td>
<td>$'000</td>
</tr>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and Cash Equivalents</td>
<td>13,052</td>
<td>7,222</td>
</tr>
<tr>
<td>Trade and Other Receivables</td>
<td>12,557</td>
<td>5,140</td>
</tr>
<tr>
<td>Inventories</td>
<td>481</td>
<td>483</td>
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<tr>
<td>Other Financial Assets</td>
<td>43,220</td>
<td>51,044</td>
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<tr>
<td>Other Non-financial Assets</td>
<td>9,985</td>
<td>7,082</td>
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<tr>
<td><strong>Total Current Assets</strong></td>
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<td>70,971</td>
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<tr>
<td><strong>Non-Current Assets</strong></td>
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<td></td>
</tr>
<tr>
<td>Inventories</td>
<td>2,472</td>
<td>2,658</td>
</tr>
<tr>
<td>Property, Plant and Equipment</td>
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<td>219,958</td>
</tr>
<tr>
<td>Other Financial Assets</td>
<td>257</td>
<td>226</td>
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<tr>
<td><strong>Total Non-Current Assets</strong></td>
<td>231,590</td>
<td>222,842</td>
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<tr>
<td><strong>Total Assets</strong></td>
<td>310,885</td>
<td>293,813</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and Other Payables</td>
<td>13,038</td>
<td>9,246</td>
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<tr>
<td>Interest Bearing Liabilities</td>
<td>445</td>
<td>521</td>
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<tr>
<td>Provisions</td>
<td>11,728</td>
<td>9,360</td>
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<tr>
<td>Other Liabilities</td>
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<td>4,715</td>
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<tr>
<td><strong>Total Current Liabilities</strong></td>
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<td>23,842</td>
</tr>
<tr>
<td><strong>Non-Current Liabilities</strong></td>
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<td></td>
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<tr>
<td>Trade and Other Payables</td>
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<td>866</td>
</tr>
<tr>
<td>Interest Bearing Liabilities</td>
<td>352</td>
<td>797</td>
</tr>
<tr>
<td>Provisions</td>
<td>1,552</td>
<td>2,100</td>
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<tr>
<td><strong>Total Non-Current Liabilities</strong></td>
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<td>3,763</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>33,742</td>
<td>27,605</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Net Assets</strong></td>
<td>277,143</td>
<td>266,208</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserves</td>
<td>66,286</td>
<td>60,834</td>
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<tr>
<td>Restricted Funds</td>
<td>9,604</td>
<td>8,331</td>
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<tr>
<td>Accumulated Funds</td>
<td>201,253</td>
<td>197,043</td>
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<tr>
<td><strong>Total Equity</strong></td>
<td>277,143</td>
<td>266,208</td>
</tr>
</tbody>
</table>
Charles Darwin University and its controlled entities

Statement of Changes in Equity for the year ended 31 December 2006

<table>
<thead>
<tr>
<th></th>
<th>Consolidated</th>
<th>Parent Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006 $'000</td>
<td>2005 $'000</td>
</tr>
<tr>
<td>Total Equity at the beginning of the financial year</td>
<td>266,208</td>
<td>256,459</td>
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<tr>
<td>Impairment Losses</td>
<td>(1)</td>
<td>(38)</td>
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<tr>
<td>Revaluation Increment/Decrement on:</td>
<td></td>
<td></td>
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<tr>
<td>Land</td>
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<tr>
<td>Land Improvements</td>
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<td>434</td>
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<td>Buildings</td>
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<tr>
<td>Demountables</td>
<td>(20)</td>
<td>(20)</td>
</tr>
<tr>
<td>Library Collection</td>
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<td>286</td>
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<tr>
<td>Plant and Equipment</td>
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<td>643</td>
</tr>
<tr>
<td>Investment</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Loss on Revaluation of Plant and Equipment</td>
<td>(11)</td>
<td>-</td>
</tr>
<tr>
<td>Net Income Recognised Directly in Equity</td>
<td>5,451</td>
<td>3,679</td>
</tr>
<tr>
<td>Operating Result for the Period</td>
<td>5,484</td>
<td>6,070</td>
</tr>
<tr>
<td>Total Recognised Income and Expense for the Period</td>
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<td>9,749</td>
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<tr>
<td>Total Equity at the end of the Financial Year</td>
<td>277,143</td>
<td>266,208</td>
</tr>
<tr>
<td>Total Recognised Income and Expense for the Year is Attributable to: Members of Charles Darwin University</td>
<td>5,484</td>
<td>6,070</td>
</tr>
</tbody>
</table>

62 Supporting Australia’s Northern Territory
Charles Darwin University and its controlled entities

Cash Flow Statement for the year ended 31 December 2006

<table>
<thead>
<tr>
<th>Activity</th>
<th>2006</th>
<th>2005</th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$'000</td>
<td>$'000</td>
<td>$'000</td>
<td>$'000</td>
</tr>
<tr>
<td><strong>Cash Flows from Operating Activities</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian Government Grants received</td>
<td>60,679</td>
<td>56,965</td>
<td>55,684</td>
<td>50,637</td>
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<tr>
<td>NT Government Grants received (incl of GST)</td>
<td>59,077</td>
<td>60,438</td>
<td>55,525</td>
<td>56,515</td>
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<td>HECS-HELP Student Payments</td>
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<td>1,889</td>
<td>2,586</td>
<td>1,889</td>
</tr>
<tr>
<td>Receipts from Student Fees and Other Customers</td>
<td>27,473</td>
<td>26,183</td>
<td>22,946</td>
<td>20,556</td>
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<tr>
<td>Interest Received</td>
<td>3,675</td>
<td>3,187</td>
<td>2,982</td>
<td>2,527</td>
</tr>
<tr>
<td>Payments to Suppliers and Employees (incl of GST)</td>
<td>(142,441)</td>
<td>(129,428)</td>
<td>(129,289)</td>
<td>(115,658)</td>
</tr>
<tr>
<td>Costs of Finance Paid</td>
<td>(63)</td>
<td>(67)</td>
<td>(63)</td>
<td>(67)</td>
</tr>
<tr>
<td><strong>Net Cash Provided by / (Used in) Operating Activities</strong></td>
<td>10,986</td>
<td>19,167</td>
<td>10,371</td>
<td>16,399</td>
</tr>
<tr>
<td><strong>Cash Flows from Investing Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proceeds from Sale of Plant and Equipment</td>
<td>287</td>
<td>674</td>
<td>262</td>
<td>673</td>
</tr>
<tr>
<td>Proceeds from Sale of Shares</td>
<td>490</td>
<td></td>
<td>217</td>
<td></td>
</tr>
<tr>
<td>Payments for Property, Plant and Equipment</td>
<td>(13,236)</td>
<td>(10,659)</td>
<td>(13,016)</td>
<td>(10,517)</td>
</tr>
<tr>
<td><strong>Net Cash Provided by / (Used in) Investing Activities</strong></td>
<td>(12,459)</td>
<td>(9,985)</td>
<td>(12,537)</td>
<td>(9,844)</td>
</tr>
<tr>
<td><strong>Cash Flows from Financing Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Repayments on Interest Bearing Liabilities</td>
<td>(521)</td>
<td>(295)</td>
<td>(521)</td>
<td>(295)</td>
</tr>
<tr>
<td><strong>Net Cash Provided by / (Used in) Financing Activities</strong></td>
<td>(521)</td>
<td>(295)</td>
<td>(521)</td>
<td>(295)</td>
</tr>
<tr>
<td><strong>Net Increase / (Decrease) in Cash and Cash Equivalents</strong></td>
<td>(1,994)</td>
<td>8,887</td>
<td>(2,687)</td>
<td>6,260</td>
</tr>
<tr>
<td><strong>Cash and Cash Equivalents at the Beginning of the Financial Year</strong></td>
<td>58,266</td>
<td>49,379</td>
<td>47,065</td>
<td>40,805</td>
</tr>
<tr>
<td><strong>Cash and Cash Equivalents at the End of the Financial Year</strong></td>
<td>56,272</td>
<td>58,266</td>
<td>44,378</td>
<td>47,065</td>
</tr>
</tbody>
</table>
Charles Darwin University Council is the governing body of the institution. The Council, led by the Chancellor, conducts the affairs of the University under the provisions of the Charles Darwin University Act 2003.

The Council delegates the implementation of University strategic direction and the management of day-to-day operations to the Vice-Chancellor. The Vice Chancellor is supported in this role by an executive team.

Charles Darwin University governance best practices

The University must be compliant with the National Governance Protocols

The University was deemed compliant with the National Governance Protocols as described in the Commonwealth Grant Scheme Guidelines under the Higher Education Support Act 2003.

The affairs of the University are to be conducted by the Council

Council assumes stewardship of the University through a set of responsibilities set out in Section 8 of the Charles Darwin University Act:

- monitor the performance of the Vice-Chancellor
- approve the mission and strategic direction of the University
- approve the budget and business plan of the University

University Governance and Executive Management

Council has several standing committees to assist in carrying out its responsibilities:

- Academic Board, which is the principle academic body assisting the Council and Vice-Chancellor in all matters relating to learning, teaching and assessment, together with the assurance and enhancement of the academic quality and standards of all University programs and awards;

- Finance Risk and Review Committee, which monitors systems of accountability implemented by the University, reviews management practices and the performance of the University, and oversees risk management across the University

- External Audit Compliance Committee, which reviews and oversees execution of proposed plans of the Auditor General, ensures that no restrictions are placed upon external audit, and ensures that relevant accounting standards are followed

- Nominations Committee, which oversees nominations for Council members and senior-management appointments

- Honorary Degrees Committee, which provides advice to Council in relation to honorary awards, as well as making specific recommendations to Council for such.
The Charles Darwin University Council is a board of trustees model, with members appointed or elected acting solely in the interests of the University and not as delegates or representatives of a particular constituency. The structure, composition and size of Council are determined by the Charles Darwin University Act. Direction in the Act ensures Council is able to adequately discharge its responsibilities and duties via the following membership:

- the Chancellor (appointed by the Council)
- the Vice-Chancellor
- the Chair of Academic Board
- eight members appointed by the Administrator of the Northern Territory, representing a broad range of community interests and including financial and commercial expertise
- one person elected by and from the full-time Higher Education academic staff of the University
- one person elected by and from the full-time Vocational and Technical Education academic staff of the University
- one person elected by and from the undergraduate students of the University
- one person elected by and from the postgraduate students of the University.

Activities include a formal induction program, opportunities to attend various conferences and events, and local functions planned around the rotation of Council meetings between the various Charles Darwin University campuses.

The University must have a written code of ethics

The Charles Darwin University has a written code of ethics based upon four ethical principles:

- Integrity – Earning and sustaining public trust by being honest, open and transparent in all dealings and by acting in the best interest of communities served by the University
- Respect – treating colleagues, students, stakeholders and the broader community with respect and courtesy, and having regard for the dignity and needs of the people with whom staff members interact
- Accountability – taking personal and professional responsibility for actions, and achieving results through the best use of University financial and physical resources and by working effectively with people
- Service Focus – demonstrating a spirit of service by providing a relevant and timely service to clients, colleagues, students, stakeholders and the broader community, and by valuing the views of these groups and using them to improve service quality.

Particular expectations of the behaviour of Council members are set out in the CDU Council Governance Charter.
The University maintains high ethical standards for research and teaching involving animals and humans. The University’s code of conduct for research forms the basis of an ethical approach to research. The code sets out requirements regarding data, statements of authorship and other issues. The University has two ethics bodies with responsibility for human research ethics and animal ethics, which monitor all ethical considerations associated with research carried out under the auspices of the University. Any Charles Darwin University staff or students intending to conduct research involving animals or which may impact on humans or animals, or who intend to conduct a teaching project with research involving the participation or use of humans or animals must obtain ethical clearance.

The Council must oversee University risk management and internal audit

The University engages a specialist consultant to coordinate activities related to the organisational risk-management framework. The Finance, Risk and Review Committee formally endorses the risk management framework and subsequently monitors activities and provides reports to Council. Major categories of risk are identified and allocated to senior management risk owners. Risk owners have the responsibility of formulating approaches and strategies to address the risk.

The current ‘Risk Register’ will be reviewed in 2007 in light of the University’s strategic directions.

The University also engages external consultants to conduct internal audit activities. The Finance, Risk and Review Committee formally endorses an annual internal audit plan, and subsequently monitors activities and provides reports to Council.

The University must have satisfactory health-and-safety measures in place

The University pursues a proactive risk-management approach to health and safety issues to meet the requirements of the occupational health and safety policy and legislation. A dedicated health-and-safety team has day-to-day responsibility for activities in this area, working with the University Health and Safety Management Committee, which is chaired by a member of the University executive. The Council reviews University health-and-safety measures as part of the regular risk management and internal audit activities.

Freedom of Information

Charles Darwin University is committed to protecting the privacy of staff, students and other stakeholders. The University’s privacy statement contains the University policy for management of the personal information it collects. This is part of procedures put in place which aim to protect the privacy of personal information in accordance with the information privacy principles set out in the Information Act (Northern Territory).

The University received no Freedom of Information requests in 2006.
Council members

Mr Richard Ryan AO, Chancellor
Mr Ryan is the Chancellor of Charles Darwin University, a position he has held since foundation in 2003. He is a professional company director who currently chairs Editure Group Limited, Lincoln Minerals Ltd and acts as director of several other public companies. Mr Ryan currently sits on the Finance, Risk and Review Committee, the External Audit Compliance Committee, the Nominations Committee and the Honorary Degrees Committee.

Justice Sally Thomas AM, Deputy Chancellor
Justice Thomas is the Deputy Chancellor of Charles Darwin University, a position she has held since foundation in 2003. She is currently a Judge of the Supreme Court of the Northern Territory. Justice Thomas currently sits on the Nominations Committee and the Honorary Degrees Committee.

Professor Helen Garnett PSM, Vice-Chancellor
Professor Garnett is Vice-Chancellor of Charles Darwin University, a position she has held since foundation in 2003. Professor Garnett currently sits on the Nominations Committee and the Honorary Degrees Committee, and is an invited member of the Finance, Risk and Review Committee.

Associate Professor David Parry, Chair, Academic Board
Associate Professor Parry is an academic staff member of the University and Chair of the Academic Board. He has been a Council member since 2004.

Mr Barry Ford
Mr Ford is Chair of the Finance, Risk and Review Committee, and has been a member of Council since foundation in 2003. He is Chief Financial Officer for The Distillery, Canberra. Mr Ford currently sits on the Finance, Risk and Review Committee and the External Audit Compliance Committee.

Mr Alan Morris
Mr Morris has been a member of Council since 2006. He is currently the Chairman of the Commonwealth Grants Commission and also undertakes consulting and advisory work for AusAID, World Bank and USAID. Mr Morris currently sits on the Finance, Risk and Review Committee and the External Audit Compliance Committee.
Dr Lorraine Connell

Dr Connell is an academic staff member of the University and has been a Council member since 2006.

Ms Rosemary Jacob

Ms Jacob is the elected undergraduate student member, and has been a Council member since 2006. She is currently studying for a Bachelor of Laws (Graduate).

Mr Rod Nixon

Mr Nixon is the elected postgraduate student representative. Rod commenced his PhD research at the Northern Territory University (NTU) in 2001. He has been a Council member since 2006.

Mr Neil Ross

Mr Ross has been a Council member since 2005. He is a partner and the manager of Ross Engineering in Alice Springs. Mr Ross currently sits on the Finance, Risk and Review Committee and the External Audit Compliance Committee.

Mr Joe Gallagher

Mr Gallagher has been a Council Member since 2005. He was president of Unions NT in 2006.

Ms Bonnie Moss

Ms Moss is an academic staff member of the University and has been a Council member since 2006.

Ms Jennifer Prince

Ms Prince has been a member of Council since 2003. She is currently the Northern Territory Under-Treasurer. Ms Prince currently sits on the Finance, Risk and Review Committee and the External Audit Compliance Committee.

Mr Des Rogers

Mr Rogers was a Council member in 2006. An Aboriginal man of the Pertame clan (Southern Arrernte), he is the founding Director of Red Centre Produce.
## Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC</td>
<td>Annual Hours Curriculum</td>
</tr>
<tr>
<td>AQTF</td>
<td>Australian Quality Training Framework</td>
</tr>
<tr>
<td>AQPVTE</td>
<td>Academic Quality Planning and Vocational and Technical Education Group</td>
</tr>
<tr>
<td>ARC</td>
<td>Australian Research Council</td>
</tr>
<tr>
<td>ASCILITE</td>
<td>The Australasian Society for Computers in Learning in Tertiary Education</td>
</tr>
<tr>
<td>ATSI</td>
<td>Aboriginal and Torres Strait Islander</td>
</tr>
<tr>
<td>AUQA</td>
<td>Australian Universities Quality Agency</td>
</tr>
<tr>
<td>CRC</td>
<td>Cooperative Research Centre</td>
</tr>
<tr>
<td>CSIRO</td>
<td>Commonwealth Scientific and Industrial Research Organisation</td>
</tr>
<tr>
<td>CUP</td>
<td>Common Units Program</td>
</tr>
<tr>
<td>DEET</td>
<td>Department of Employment, Education and Training</td>
</tr>
<tr>
<td>DEST</td>
<td>Department of Education, Science and Technology</td>
</tr>
<tr>
<td>EFT</td>
<td>Equivalent Full-Time</td>
</tr>
<tr>
<td>EFTSL</td>
<td>Equivalent Full-Time Student Load</td>
</tr>
<tr>
<td>HEW</td>
<td>Higher Education worker classification</td>
</tr>
<tr>
<td>NESB</td>
<td>Non-English-Speaking Background</td>
</tr>
<tr>
<td>SATAC</td>
<td>South Australian Tertiary Admissions Centre</td>
</tr>
<tr>
<td>TLDG</td>
<td>Teaching and Learning Development Group</td>
</tr>
<tr>
<td>VTE</td>
<td>Vocational and Technical Education</td>
</tr>
</tbody>
</table>
Contacts

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Darwin NT 0909 Australia
Freecall: 1800 061 963
Website: www.cdu.edu.au
Email: courses@cdu.edu.au

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Grevillea Drive
Alice Springs
Postal address:
PO Box 795
Alice Springs NT 0871
Phone: 1800 654 865
Fax: 08 8979 2645

Casuarina Campus
Street address:
Ellengowan Drive
Casuarina NT
Postal address:
Charles Darwin University
Darwin NT 0909
Phone: 08 8946 6666
Fax: 08 8927 0612

Jabiru Centre
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Jabiru NT 0886
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Fax: 08 8938 3803

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