The Hon. Ms Selena Uibo MLA
Northern Territory Minister for Education

Dear Minister

I have the honour to present to you for tabling in the Northern Territory Parliament, the Annual Report of the Council of Charles Darwin University for the year ended 31 December 2017, furnished in accordance with the reporting provisions of the Charles Darwin University Act 2003.

Mr Neil Balnaves AO
Chancellor
30 June 2018

CDU Annual Reports and Financial Statements can be found at https://cdu.edu.au/media-communications/publications

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RTO provider 0373

Cover image: An occupant of one of the turtle rehabilitation tanks established on Casuarina campus with a $23,000 Animal Welfare Grant from the Northern Territory Government.
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   Leadership in Indigenous tertiary education
   Critically engaged in our region
   A truly international university
   A successful research-intensive university

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Orientation Week
Welcome to your new world university.

Getting oriented Northern Territory-style.
The year in review

The University continued to make advances throughout the year toward the goals of Connect Discover Grow, the Charles Darwin University Strategic Plan 2015–2025. Particular focus was applied to the structure of the organisation, which was set in 2010–2012 and has remained largely unchanged since. It is essential that its structure positions Charles Darwin University (CDU) to be nimble, responsive and ready for its next phase of growth and development.

The University finalised a new Higher Education structure following its review in 2016. The faculties of Engineering, Health, Science and the Environment, and Law, Education, Business and Arts will be replaced with six colleges, effective on 1 February 2018. They are:
- College of Nursing and Midwifery
- College of Health and Human Sciences
- College of Engineering, IT and Environment
- College of Business and Law
- College of Indigenous Futures, Arts and Society
- College of Education.

The academic restructure is one of a number of projects underway to improve the University’s financial position and student load, leadership and management practices, organisational culture, systems and policies, and its ability not only to continue its fundamental role in developing the Northern Territory, but also to continue to expand its work in the international arena, particularly in Asia.

Highlights of the year include:
- attracting international students
- investment in tropical health and research
- environmental services centre of excellence
- local delivery of human services
- revitalising city areas
- innovation
- digital futures.

Darwin City Deal

The University was asked to partner with the Northern Territory Government and the City of Darwin to develop a Darwin City Deal. The City Deal commits to developing and implementing a 10-year strategic plan for the Darwin city centre that will benefit residents, businesses and their employees, and visitors to the area.

The vision for the city aspires to CDU being located in the central business district, with key facilities for student living and learning spaces as a centrepiece. This initiative has provided the University with an opportunity to give serious consideration to the focus of our campuses in the greater Darwin region, and how they will support a longer term strategic vision in achieving alignment with changing demographics, business and industry practices and Northern Territory strategic priorities, while minimising operational and financial risks.

This long-term strategic consideration of all CDU campuses and centres will underpin and cater to projected student growth, and will benefit the Darwin CBD and the Northern Territory more broadly.

A critical element of the strategy is the belief that a university such as CDU can act as a catalyst for the creation of “knowledge hubs” and clusters of world-class facilities that not only provide the
infrastructure needed to deliver a high quality education and enviable student experiences, but also encourage and enable access for the broader community.

Darwin Innovation Hub
The University is an alliance partner in the newly established Darwin Innovation Hub (DIH). The DIH is a private sector initiative by Darwin-based Paspalis, which has received operating funding of $750,000 over two years from the Australian and Northern Territory governments.

The DIH can provide internship opportunities for students, support for commercialisation activities by University staff and students, and access to business networks in the Territory and South-east Asia.

Acquisition
The University acquired the International College of Hotel Management (ICHM) in Adelaide on 30 January, significantly enhancing CDU’s capability in hospitality and tourism, and ICHM’s ability to expand its offerings to include business and management programs related to hospitality and tourism available through CDU.

Indigenous Leadership
Indigenous students’ educational outcomes continued to improve, with an increase in student retention and completions. A total of 559 Aboriginal and Torres Strait Islander students graduated across VET and HE. Indigenous students represented 30% of total VET enrolments. Indigenous student HE commencing enrolments were 2.8% above the 2016 level and now represent 9.37% of HE domestic commencing students and 7.87% of all domestic students in HE.

Senior executive appointments
Mr Andrew Everett was appointed Deputy Vice-Chancellor and Vice-President, Global Strategy and Advancement, and began in the position on 8 May. Mr Everett is leading the strategy to develop the University’s international reputation and impact to achieve sustained growth in international student numbers, and establish sustainable, mutually beneficial international partnerships and engagement.

Professor Adrian Miller took up the position of Pro Vice-Chancellor, Indigenous Leadership on 10 July. Previously, Professor Miller was Academic Director of Indigenous Education and Research at Griffith University where he managed Indigenous education and research activities, and policy and strategy development and implementation.

Mr John Martin was appointed General Manager of the Cairns Language Centre, which the University acquired in 2016. Mr Martin was formerly Head of Queensland vocational education and training provider Martin College.

Research Institute for the Environment and Livelihoods
researchers received two Australian Research Council grants totalling $1.070,000. One project will investigate behaviour changes in endangered Gouldian finches and the other will study changes in savanna vegetation.

Outstanding professor program
Two professors were appointed as part of the Outstanding Professor program, which aims to strengthen research performance and the impact CDU’s research has on local, national and international communities.

The first was Professor Steven Bird, a social and technological researcher with an interest in the evolution of the world’s languages. The second appointment was Professor Liaquat Hossain, whose research explores resilience, robustness, accuracy and precision of information flow in organisational, community and engineered complex systems.

Research grants
Menzies School of Health Research was awarded a $6 million grant through the National Health and Medical Research Council (NHMRC) for a collaborative project to improve health outcomes in the tropical North, with a focus on skin and respiratory health, chronic diseases such as diabetes, and emerging threats, including diseases transmitted by mosquitoes. Menzies was awarded a total of $14.4 million in NHMRC funding during the year.
High speed 3D metal printer
The University received $400,000 from the NTG to purchase a 3D metal printer from local start-up company SPEE3D. The printer was installed at Casuarina campus in September as the centrepiece of the Advanced Manufacturing Alliance (AMA), a partnership between the University and SPEE3D. The AMA is a vehicle for attracting research and development funding to the University for materials and manufacturing engineering, associated trades training, and as a means for engaging local engineering and technology service firms.

Re-registrations
The University submitted applications for re-registration on the Commonwealth Register of Institutions and Courses for Overseas Students, the Tertiary Education Quality and Standards Agency, and the Australian Skills Quality Authority. The outcomes of the initial assessments of these applications are expected in 2018.

International rankings
For the fifth consecutive year, the University had success in the Times Higher Education (THE) “Young University Ranking”, placing 34th on the list of the top 200 universities around the world aged 50 years or less. Of the 23 Australian universities on the list, CDU was placed 5th. The University also placed 38th among 243 universities in THE’s Asia Pacific rankings, which were produced for the first time this year.

Vocational education and planning
Internationalising VET: The “VET at CDU Internationalisation Plan 2017 – 2019”, was finalised and focuses on international education opportunities in Asia, particularly South Asia. VET teams have focused their international education efforts on onshore accredited training and are preparing to provide offshore clients with educational services.

Diversifying income: The VET Faculty has been diversifying training delivery and income streams through competitive tendering. The Faculty won a number of commercial projects including the Gulkula Regional Training Centre Work readiness program in Nhulunbuy, a $236,000 contract to develop and deliver a series of five VET qualifications to 20 Indigenous students over 17 weeks.
VET successfully tendered to provide services valued about $500,000 as part of the Workforce Development Program Timor-Leste. Funded through the Australian Department of Foreign Affairs and Trade, the program expands the scope of a former program to provide Australia Awards Scholarships to Timorese people. Under the expanded program, a suite of new workforce development activities will be included, of which the VET team will design and deliver a Certificate IV in Hospitality and develop curricula for a Certificate III in Food and Beverage Services, up to December 2018.

The Metal Trades and Engineering team won a contract to deliver Certificate II and III in Metals Fabrication for Timor-Leste staff employed by Clough AMEC, sub-contracting to ConocoPhillips. The training program is valued about $500,000.

The Higher Education Participation and Partnerships Program Whole of Community Engagement (HEPPP-WCE) project was completed in October. The project worked with the communities of Yirrkala, Galiwin’ku, Maningrida, Gunbalanya, Tennant Creek and Yuendumu to build aspiration, expectations and capacity to participate in education and training including in HE.

**International student recruitment**

Activities around the recruitment of international students focused on a broader range of markets to diversify the international student cohort and reduce the University’s reliance on high-risk, volatile markets. There also was an increased push in engagement in the onshore international student market.
**Enterprise Bargaining Agreement**

The current Enterprise Agreement expired in December 2016, but is continuing until replaced or terminated. The first meeting to negotiate a new agreement was held in May and meetings continued throughout the year. The University is seeking an agreement that is simple to use, fosters flexibility for employees and supports efficient work practices. While negotiations during 2017 reached in-principle agreement on many items, at year’s end there remained matters on which agreement had to be reached, including salary increases.

**Respect Now Always**

In 2016, the University joined with all Australian universities – through Universities Australia (UA) – to commit to a campaign of no tolerance of sexual assault or sexual harassment, known as “Respect Now Always”. The campaign included commissioning the Australian Human Rights Commission (AHRC) to conduct a national, independent survey of university students to gain greater insight into the nature, prevalence and reporting of sexual assault and sexual harassment at universities, and to provide the evidence universities need to respond to and counter these unacceptable behaviours.

The survey results were released in August, along with the recommendations of the AHRC. Nationwide, a total of 30,030 people responded to the survey, of which 362 (201 females and 161 males) were associated with CDU. Although our response rate was comparable to that of other universities, CDU student numbers are relatively low so the results did not provide much detail. CDU, however, committed to UA’s 10-point action plan, developed in response to the survey results. CDU also introduced a university-wide network of contact officers trained specifically in sexual harassment awareness and reporting, and to provide confidential support for students and staff who are affected.

**Budget model**

A new budget model was implemented for the 2018 budget. The model applies Revenue Attribution to academic areas to allow both revenue and cost to be budgeted and tracked. Previously, revenue was centrally budgeted, which provided no visibility on financial performance of academic areas. The new model highlights the University’s profitable areas and those that are being crossed-subsidised, highlights the proportion of direct versus indirect costs, and positions the University to begin setting targets for the required rate of return.

**Outlook**

This year has focused on positioning the University to be more responsive within a dynamic marketplace, to strengthen its profile and reach with neighbours to the our north, and to continue to be a central driver in developing the Northern Territory and Northern Australia. We are confident that this work will deliver clear benefits to the University and the communities we serve in 2018 and beyond.

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Mr Neil Balnaves AO  
Chancellor

Professor Simon Maddocks  
Vice-Chancellor and President
The ultra-modern ITMS premises opened in 2017.
## 2017 Key statistics

<table>
<thead>
<tr>
<th>Category</th>
<th>2016</th>
<th>2017</th>
<th>% Change 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student numbers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Students(^1)</td>
<td>22,382</td>
<td>21,540</td>
<td>-3.8%</td>
</tr>
<tr>
<td>Total Course Enrolments</td>
<td>27,256</td>
<td>27,104</td>
<td>-0.6%</td>
</tr>
<tr>
<td>Total Equivalent Full-time Student Load (EFTSL)</td>
<td>10,352</td>
<td>10,192</td>
<td>-1.5%</td>
</tr>
<tr>
<td>Higher Education Student Headcount</td>
<td>11,921</td>
<td>11,525</td>
<td>-3.3%</td>
</tr>
<tr>
<td>Higher Education Course Enrolments</td>
<td>12,202</td>
<td>11,787</td>
<td>-3.4%</td>
</tr>
<tr>
<td>Higher Education EFTSL</td>
<td>6,566</td>
<td>6,347</td>
<td>-3.3%</td>
</tr>
<tr>
<td>Vocational Education and Training Student Headcount</td>
<td>10,612</td>
<td>10,157</td>
<td>-4.3%</td>
</tr>
<tr>
<td>Vocational Education and Training Course Enrolments</td>
<td>15,054</td>
<td>15,317</td>
<td>1.7%</td>
</tr>
<tr>
<td>Vocational Education and Training EFTSL</td>
<td>3,786</td>
<td>3,845</td>
<td>1.6%</td>
</tr>
<tr>
<td><strong>Student Equity &amp; Diversity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HIGHER EDUCATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Aboriginal and Torres Strait Islander</td>
<td>5.6%</td>
<td>6.2%</td>
<td>10.1%</td>
</tr>
<tr>
<td>% Low Socioeconomic Status</td>
<td>13.9%</td>
<td>14.6%</td>
<td>4.9%</td>
</tr>
<tr>
<td>% Remote or Very Remote</td>
<td>8.7%</td>
<td>9.3%</td>
<td>7.6%</td>
</tr>
<tr>
<td>% Female</td>
<td>65.1%</td>
<td>67.1%</td>
<td>3.0%</td>
</tr>
<tr>
<td>% Non-English Speaking Background</td>
<td>28.2%</td>
<td>26.7%</td>
<td>-5.2%</td>
</tr>
<tr>
<td>% International</td>
<td>22.4%</td>
<td>19.7%</td>
<td>-12.0%</td>
</tr>
<tr>
<td>% Mature Age (25 years and older)</td>
<td>70.8%</td>
<td>71.9%</td>
<td>1.6%</td>
</tr>
<tr>
<td><strong>VOCATIONAL EDUCATION AND TRAINING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Aboriginal and Torres Strait Islander</td>
<td>30.2%</td>
<td>30.7%</td>
<td>1.6%</td>
</tr>
<tr>
<td>% Low Socioeconomic Status</td>
<td>21.5%</td>
<td>22.8%</td>
<td>6.3%</td>
</tr>
<tr>
<td>% Remote or Very Remote</td>
<td>27.0%</td>
<td>25.6%</td>
<td>-5.4%</td>
</tr>
<tr>
<td>% Female</td>
<td>39.9%</td>
<td>26.0%</td>
<td>-32.6%</td>
</tr>
<tr>
<td>% Non-English Speaking Background</td>
<td>32.0%</td>
<td>30.2%</td>
<td>-5.7%</td>
</tr>
<tr>
<td>% International</td>
<td>2.4%</td>
<td>1.9%</td>
<td>-18.4%</td>
</tr>
<tr>
<td>% Mature Age (25 years and older)</td>
<td>58.7%</td>
<td>57.5%</td>
<td>-2.1%</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research income ($’000), all categories(^2)</td>
<td>63,409</td>
<td>63,770</td>
<td>0.6%</td>
</tr>
<tr>
<td>Higher Degree by Research EFTSL</td>
<td>226.0</td>
<td>226.8</td>
<td>0.3%</td>
</tr>
<tr>
<td>Higher Degree by Research completions (all)</td>
<td>41</td>
<td>32</td>
<td>-22.0%</td>
</tr>
</tbody>
</table>

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1 Students with an enrolment in both Higher Education and Vocational Education in the reporting year are counted as one unique student at an institutional level. At the sector level (HE or VET) they will count once in each sector. Therefore the total number of Higher Education plus the total number of Vocational Education & Training students will not equal the total number of unique students at the institution.

2 Total Research income previously reported in the CDU 2015 Annual Report includes only Research Income reported in the Higher Education Research Data Collection (HERDC). CDU also receives additional research income via Research Block Grants, which is now reflected in the Total Research Income for both the 2015 and 2016 figures.
**SNAPSHOT STATISTICS**

**CHARLES DARWIN UNIVERSITY**

**YEAR IN REVIEW 2017**

<table>
<thead>
<tr>
<th>Category</th>
<th>2016</th>
<th>2017</th>
<th>% Change 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff (Full Time Equivalent)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,427</td>
<td>1,413</td>
<td>-1.0%</td>
</tr>
<tr>
<td>Academic</td>
<td>611</td>
<td>608</td>
<td>-0.5%</td>
</tr>
<tr>
<td>General</td>
<td>816</td>
<td>805</td>
<td>-1.4%</td>
</tr>
<tr>
<td><strong>Financial</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total revenue (consolidated), $'000</td>
<td>$315,889</td>
<td>302,668</td>
<td>-4%</td>
</tr>
<tr>
<td>Total expenses (consolidated), $'000</td>
<td>$329,991</td>
<td>321,748</td>
<td>-2%</td>
</tr>
<tr>
<td>Total equity, $'000</td>
<td>$590,367</td>
<td>586,367</td>
<td>-0.7%</td>
</tr>
</tbody>
</table>

**2017 Higher Education**

<table>
<thead>
<tr>
<th>Category</th>
<th>2016</th>
<th>2017</th>
<th>% Change 2016-2017</th>
<th>% Change over 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Headcount</td>
<td>11,921</td>
<td>11,525</td>
<td>-3.3%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Course Enrolments</td>
<td>12,202</td>
<td>11,787</td>
<td>-3.4%</td>
<td>14.8%</td>
</tr>
<tr>
<td>Equivalent Full-time Student Load (EFTSL)</td>
<td>6,566</td>
<td>6,347</td>
<td>-3.3%</td>
<td>23.4%</td>
</tr>
<tr>
<td>Commencing Student Headcount</td>
<td>4,934</td>
<td>4,758</td>
<td>-3.6%</td>
<td>-7.3%</td>
</tr>
<tr>
<td>Commencing Course Enrolments</td>
<td>5,074</td>
<td>4,901</td>
<td>-3.4%</td>
<td>-6.7%</td>
</tr>
<tr>
<td>Commencing EFTSL</td>
<td>2,631</td>
<td>2,476</td>
<td>-5.0%</td>
<td>-0.7%</td>
</tr>
</tbody>
</table>

(All elements below represented as Course Enrolments)

**FUNDING SOURCE**

<table>
<thead>
<tr>
<th>Category</th>
<th>2016</th>
<th>2017</th>
<th>% Change 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Supported</td>
<td>9,072</td>
<td>9,074</td>
<td>0.0%</td>
</tr>
<tr>
<td>Domestic Fee Paying (coursework)</td>
<td>159</td>
<td>129</td>
<td>-18.9%</td>
</tr>
<tr>
<td>Domestic Higher Degree by Research</td>
<td>237</td>
<td>260</td>
<td>9.7%</td>
</tr>
<tr>
<td>International</td>
<td>2,734</td>
<td>2,325</td>
<td>-15.0%</td>
</tr>
</tbody>
</table>

**COURSE LEVEL**

<table>
<thead>
<tr>
<th>Category</th>
<th>2016</th>
<th>2017</th>
<th>% Change 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enabling</td>
<td>1,318</td>
<td>1,426</td>
<td>8.2%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>8,288</td>
<td>8,068</td>
<td>-2.7%</td>
</tr>
<tr>
<td>Postgraduate Coursework</td>
<td>2,200</td>
<td>1,801</td>
<td>-14.0%</td>
</tr>
<tr>
<td>Higher Degree by Research</td>
<td>302</td>
<td>311</td>
<td>3.0%</td>
</tr>
<tr>
<td>Non-Award</td>
<td>94</td>
<td>91</td>
<td>-3.2%</td>
</tr>
</tbody>
</table>

**PART-TIME**

<table>
<thead>
<tr>
<th>Category</th>
<th>2016</th>
<th>2017</th>
<th>% Change 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>6,602</td>
<td>6,258</td>
<td>-5.2%</td>
</tr>
<tr>
<td>Part-time</td>
<td>5,600</td>
<td>5,529</td>
<td>-1.3%</td>
</tr>
<tr>
<td>% Part-time</td>
<td>46%</td>
<td>47%</td>
<td></td>
</tr>
</tbody>
</table>

**ATTENDANCE MODE**

<table>
<thead>
<tr>
<th>Category</th>
<th>2016</th>
<th>2017</th>
<th>% Change 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>External / Online</td>
<td>6,634</td>
<td>6,334</td>
<td>-4.5%</td>
</tr>
<tr>
<td>Mixed Mode</td>
<td>3,449</td>
<td>3,138</td>
<td>-9.0%</td>
</tr>
<tr>
<td>Internal</td>
<td>2,119</td>
<td>2,315</td>
<td>9.2%</td>
</tr>
<tr>
<td>% External / Online</td>
<td>54%</td>
<td>54%</td>
<td></td>
</tr>
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</table>

**COURSE LOCATION**

<table>
<thead>
<tr>
<th>Category</th>
<th>2016</th>
<th>2017</th>
<th>% Change 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online¹</td>
<td>7,390</td>
<td>7,246</td>
<td>-1.9%</td>
</tr>
<tr>
<td>Casuarina</td>
<td>3,025</td>
<td>3,002</td>
<td>2.2%</td>
</tr>
</tbody>
</table>
### SNAPSHOT STATISTICS

**CHARLES DARWIN UNIVERSITY YEAR IN REVIEW 2017**

<table>
<thead>
<tr>
<th>Field of Study (Broad FOE)</th>
<th>2016</th>
<th>2017</th>
<th>% Change 2016 - 2017</th>
<th>% Change over 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darwin Waterfront</td>
<td>414</td>
<td>501</td>
<td>21.0%</td>
<td></td>
</tr>
<tr>
<td>Alice Springs</td>
<td>44</td>
<td>51</td>
<td>15.9%</td>
<td>64.5%</td>
</tr>
<tr>
<td>Batchelor Institute</td>
<td>94</td>
<td>87</td>
<td>-7.4%</td>
<td></td>
</tr>
<tr>
<td>Sydney</td>
<td>406</td>
<td>330</td>
<td>-18.7%</td>
<td></td>
</tr>
<tr>
<td>Melbourne</td>
<td>829</td>
<td>480</td>
<td>-42.1%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FIELD OF STUDY (BROAD FOE)

<table>
<thead>
<tr>
<th>Field of Study (Broad FOE)</th>
<th>2016</th>
<th>2017</th>
<th>% Change 2016 - 2017</th>
<th>% Change over 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural and Physical Sciences</td>
<td>274</td>
<td>280</td>
<td>2.2%</td>
<td>-20.2%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>252</td>
<td>272</td>
<td>7.9%</td>
<td>36.0%</td>
</tr>
<tr>
<td>Engineering and Related Technologies</td>
<td>598</td>
<td>586</td>
<td>-2.0%</td>
<td>33.2%</td>
</tr>
<tr>
<td>Architecture and Building</td>
<td>66</td>
<td>65</td>
<td>-1.5%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Agriculture, Environmental and Related Studies</td>
<td>212</td>
<td>184</td>
<td>-13.2%</td>
<td>-8.0%</td>
</tr>
<tr>
<td>Health</td>
<td>3,533</td>
<td>3,648</td>
<td>3.3%</td>
<td>71.8%</td>
</tr>
<tr>
<td>Education</td>
<td>1,588</td>
<td>1,495</td>
<td>-5.9%</td>
<td>-24.4%</td>
</tr>
<tr>
<td>Management and Commerce</td>
<td>2,042</td>
<td>1,567</td>
<td>-23.3%</td>
<td>112.3%</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>2,015</td>
<td>1,982</td>
<td>-1.6%</td>
<td>-2.9%</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>125</td>
<td>123</td>
<td>-1.6%</td>
<td>-12.8%</td>
</tr>
<tr>
<td>Mixed Field Programs</td>
<td>1,318</td>
<td>1,426</td>
<td>8.2%</td>
<td>-17.5%</td>
</tr>
<tr>
<td>Non Award Course</td>
<td>179</td>
<td>159</td>
<td>-11.2%</td>
<td>-42.8%</td>
</tr>
</tbody>
</table>

### % STUDENT DIVERSITY AND EQUITY

| % ATSI                                                   | 5.6% | 6.2% |                   |                      |
| % Low SES                                                | 13.9%| 14.6%|                   |                      |
| % Remote / Very Remote                                   | 8.7% | 9.3% |                   |                      |
| % Female                                                 | 65.1%| 67.1%|                   |                      |
| % Non-English Speaking Background                        | 28.2%| 26.7%|                   |                      |
| % International                                          | 22.4%| 19.7%|                   |                      |
| % >25 years of Age                                       | 70.8%| 71.9%|                   |                      |

### STUDENT HOME LOCATION (COURSE ENROLMENTS)

<table>
<thead>
<tr>
<th>Location</th>
<th>2016</th>
<th>2017</th>
<th>% Change 2016 - 2017</th>
<th>% Change over 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Territory</td>
<td>4,111</td>
<td>4,216</td>
<td>2.6%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Interstate</td>
<td>5,279</td>
<td>5,155</td>
<td>-2.3%</td>
<td>-2.3%</td>
</tr>
<tr>
<td>Overseas</td>
<td>2,789</td>
<td>2,405</td>
<td>-13.8%</td>
<td>143.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>23</td>
<td>11</td>
<td>-52.2%</td>
<td>10.0%</td>
</tr>
</tbody>
</table>

**Total Number of Countries of Origin for International Students**

| Total Number of Countries of Origin for International Students | 65 | 69 |

### GRADUATE OUTCOMES

<table>
<thead>
<tr>
<th>Outcome</th>
<th>2016</th>
<th>2017</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Graduates in Employment 4 months after graduation</td>
<td>85.06%</td>
<td>81.38%</td>
<td>-3.7%</td>
</tr>
<tr>
<td>% Graduates in Further Study 4 months after graduation</td>
<td>19.89%</td>
<td>21.06%</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

3 Course Attendance Mode is External or Course Location Is External
4 2017 Graduate Outcomes are taken from the Graduate Outcomes Survey (GOS) administered under the Commonwealth Government’s Quality Indicators of Learning and Teaching (QILT).
5 Graduate satisfaction taken from the Overall Satisfaction Index in the GOS / AGS surveys, figure represents the percentage of graduates who indicated a score of 4 or 5 out of a maximum score of 5 with regard to overall satisfaction with their student experience at CDU.
## 2017 Vocational Education & Training Student Statistics

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>% Change 2016 - 2017</th>
<th>% Change over 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Headcount</td>
<td>10,612</td>
<td>10,157</td>
<td>-4.3%</td>
<td>-16.8%</td>
</tr>
<tr>
<td>Course Enrolments</td>
<td>15,054</td>
<td>15,317</td>
<td>1.7%</td>
<td>-5.5%</td>
</tr>
<tr>
<td>Actual Hours Curriculum (AHC)(^6)</td>
<td>2,726,102</td>
<td>2,768,444</td>
<td>1.6%</td>
<td>-2.6%</td>
</tr>
<tr>
<td>Equivalent Full-time Student Load (EFTSL)(^7)</td>
<td>3,786</td>
<td>3,845</td>
<td>1.6%</td>
<td>-2.6%</td>
</tr>
<tr>
<td>Commencing Student Headcount</td>
<td>8,291</td>
<td>7,844</td>
<td>-5.4%</td>
<td>-19.7%</td>
</tr>
<tr>
<td>Commencing Course Enrolments</td>
<td>11,883</td>
<td>11,688</td>
<td>-1.6%</td>
<td>-10.3%</td>
</tr>
<tr>
<td>Commencing AHC</td>
<td>2,023,089</td>
<td>2,102,571</td>
<td>3.9%</td>
<td>-6.4%</td>
</tr>
<tr>
<td>Commencing EFTSL</td>
<td>2,811</td>
<td>2,920</td>
<td>3.9%</td>
<td>-6.4%</td>
</tr>
</tbody>
</table>

(All elements below represented as Course Enrolments)

### STUDENT TYPE

<table>
<thead>
<tr>
<th>Type</th>
<th>2016</th>
<th>2017</th>
<th>% Change</th>
<th>% Change over 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprentice / Trainee</td>
<td>2,772</td>
<td>3,209</td>
<td>15.8%</td>
<td>36.5%</td>
</tr>
<tr>
<td>VET in Schools</td>
<td>1,740</td>
<td>1,750</td>
<td>0.6%</td>
<td>-13.6%</td>
</tr>
<tr>
<td>International</td>
<td>354</td>
<td>294</td>
<td>-16.9%</td>
<td>33.6%</td>
</tr>
<tr>
<td>Other</td>
<td>10,188</td>
<td>10,064</td>
<td>-1.2%</td>
<td>-13.3%</td>
</tr>
</tbody>
</table>

### COURSE LEVEL

<table>
<thead>
<tr>
<th>Level</th>
<th>2016</th>
<th>2017</th>
<th>% Change</th>
<th>% Change over 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I - III</td>
<td>9,915</td>
<td>9,496</td>
<td>-4.2%</td>
<td>-13.1%</td>
</tr>
<tr>
<td>Certificate IV</td>
<td>1,397</td>
<td>1,429</td>
<td>2.3%</td>
<td>-25.4%</td>
</tr>
<tr>
<td>Diploma</td>
<td>452</td>
<td>345</td>
<td>-23.7%</td>
<td>-25.5%</td>
</tr>
<tr>
<td>Non-Award</td>
<td>1,058</td>
<td>1,151</td>
<td>8.8%</td>
<td>-13.4%</td>
</tr>
</tbody>
</table>

### PART-TIME

<table>
<thead>
<tr>
<th>Status</th>
<th>2016</th>
<th>2017</th>
<th>% Change</th>
<th>% Change over 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>922</td>
<td>980</td>
<td>6.3%</td>
<td>41.6%</td>
</tr>
<tr>
<td>Part-time</td>
<td>14,132</td>
<td>14,337</td>
<td>1.5%</td>
<td>-7.6%</td>
</tr>
<tr>
<td>% Part-time(^8)</td>
<td>94%</td>
<td>94%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ATTENDANCE MODE

<table>
<thead>
<tr>
<th>Mode</th>
<th>2016</th>
<th>2017</th>
<th>% Change</th>
<th>% Change over 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed Mode</td>
<td>7,255</td>
<td>7,932</td>
<td>9.3%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Internal</td>
<td>7,709</td>
<td>7,385</td>
<td>-5.3%</td>
<td>-21.6%</td>
</tr>
</tbody>
</table>

### TOP 10 UNIT DELIVERY LOCATIONS (SUM TOTAL AHC DELIVERED AT LOCATION EXCLUDING CREDIT TRANSFERS)

<table>
<thead>
<tr>
<th>Location</th>
<th>2016</th>
<th>2017</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casuarina Campus</td>
<td>1,252,203</td>
<td>1,248,401</td>
<td>-0.3%</td>
</tr>
<tr>
<td>Alice Springs Campus</td>
<td>329,320</td>
<td>331,153</td>
<td>0.6%</td>
</tr>
<tr>
<td>Palmerston Campus</td>
<td>317,008</td>
<td>308,882</td>
<td>-2.6%</td>
</tr>
<tr>
<td>Waterfront Campus</td>
<td>158,589</td>
<td>164,850</td>
<td>3.9%</td>
</tr>
<tr>
<td>Katherine Rural College</td>
<td>60,950</td>
<td>50,205</td>
<td>-17.6%</td>
</tr>
<tr>
<td>Yulara</td>
<td>49,773</td>
<td>43,159</td>
<td>-13.3%</td>
</tr>
<tr>
<td>Tennant Creek</td>
<td>22,323</td>
<td>31,367</td>
<td>40.5%</td>
</tr>
<tr>
<td>Master Builders Association</td>
<td>32,340</td>
<td>29,690</td>
<td>-8.2%</td>
</tr>
<tr>
<td>Katherine Town Centre</td>
<td>30,318</td>
<td>29,545</td>
<td>-2.5%</td>
</tr>
<tr>
<td>Casuarina Senior College</td>
<td>15,963</td>
<td>23,404</td>
<td>47.2%</td>
</tr>
</tbody>
</table>

---

\(^6\) Includes only Funded AHC. Exclude AHC from Credit Transfers.

\(^7\) 1 EFTSL = 720 AHC

\(^8\) Part-time if funded AHC in the student course enrolment is greater than 540 AHC.
## INDUSTRY GROUP

<table>
<thead>
<tr>
<th>INDUSTRY GROUP</th>
<th>2016</th>
<th>2017</th>
<th>% Change 2016 - 2017</th>
<th>% Change over 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, Entertainment, Sports and Recreation</td>
<td>776</td>
<td>869</td>
<td>12.0%</td>
<td>-36.3%</td>
</tr>
<tr>
<td>Automotive</td>
<td>740</td>
<td>944</td>
<td>27.6%</td>
<td>74.5%</td>
</tr>
<tr>
<td>Building and Construction</td>
<td>1,191</td>
<td>1,199</td>
<td>0.7%</td>
<td>-8.3%</td>
</tr>
<tr>
<td>Community Services, Health and Education</td>
<td>1,199</td>
<td>1,069</td>
<td>-10.8%</td>
<td>-38.9%</td>
</tr>
<tr>
<td>Finance, Banking and Insurance</td>
<td>226</td>
<td>210</td>
<td>-7.1%</td>
<td>-41.7%</td>
</tr>
<tr>
<td>Food Processing</td>
<td>176</td>
<td>295</td>
<td>67.6%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Engineering and Mining</td>
<td>1,137</td>
<td>921</td>
<td>-19.0%</td>
<td>-6.1%</td>
</tr>
<tr>
<td>Primary Industry</td>
<td>1,834</td>
<td>1,869</td>
<td>1.9%</td>
<td>-4.0%</td>
</tr>
<tr>
<td>Process Manufacturing</td>
<td>48</td>
<td>1</td>
<td>-97.9%</td>
<td>-98.4%</td>
</tr>
<tr>
<td>Sales and Personal Service</td>
<td>437</td>
<td>432</td>
<td>-1.1%</td>
<td>-47.8%</td>
</tr>
<tr>
<td>Tourism, Hospitality and Cookery</td>
<td>1,409</td>
<td>1,346</td>
<td>-7.8%</td>
<td>-44.3%</td>
</tr>
<tr>
<td>Transport and Storage</td>
<td>162</td>
<td>207</td>
<td>27.8%</td>
<td>-65.8%</td>
</tr>
<tr>
<td>Utilities</td>
<td>834</td>
<td>819</td>
<td>-1.8%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Business and Clerical</td>
<td>1,087</td>
<td>1,098</td>
<td>1.0%</td>
<td>-14.6%</td>
</tr>
<tr>
<td>Computing</td>
<td>224</td>
<td>182</td>
<td>-18.8%</td>
<td>-53.7%</td>
</tr>
<tr>
<td>General Education and Training</td>
<td>3,574</td>
<td>3,856</td>
<td>7.9%</td>
<td>149.4%</td>
</tr>
</tbody>
</table>

## % STUDENT DIVERSITY AND EQUITY

<table>
<thead>
<tr>
<th>Category</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>% ATSI</td>
<td>30.2%</td>
<td>30.7%</td>
</tr>
<tr>
<td>% Low SES</td>
<td>21.5%</td>
<td>22.8%</td>
</tr>
<tr>
<td>% Remote / Very Remote&lt;sup&gt;9&lt;/sup&gt;</td>
<td>27.0%</td>
<td>25.6%</td>
</tr>
<tr>
<td>% Female</td>
<td>39.9%</td>
<td>26.9%</td>
</tr>
<tr>
<td>% Non-English Speaking Background</td>
<td>32.0%</td>
<td>30.2%</td>
</tr>
<tr>
<td>% International</td>
<td>2.4%</td>
<td>1.9%</td>
</tr>
<tr>
<td>% &gt;25 years of Age</td>
<td>58.7%</td>
<td>57.5%</td>
</tr>
</tbody>
</table>

## STUDENT HOME LOCATION (COURSE ENROLMENTS)

<table>
<thead>
<tr>
<th>Location</th>
<th>2016</th>
<th>2017</th>
<th>% Change</th>
<th>% Change over 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Territory</td>
<td>12,792</td>
<td>13,319</td>
<td>4.1%</td>
<td>-5.8%</td>
</tr>
<tr>
<td>Interstate</td>
<td>403</td>
<td>270</td>
<td>-33.0%</td>
<td>-38.1%</td>
</tr>
<tr>
<td>Overseas</td>
<td>357</td>
<td>297</td>
<td>-16.8%</td>
<td>32.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1,502</td>
<td>1,431</td>
<td>-4.7%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

Total Number of Countries of Origin for International Students: 45

## GRADUATE OUTCOMES<sup>10</sup>

<table>
<thead>
<tr>
<th>Category</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Graduates in Employment 4 months after graduation</td>
<td>91.70%</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduate Satisfaction&lt;sup&gt;11&lt;/sup&gt;</td>
<td>80.80%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<sup>9</sup> Based on home location of the student at time and not the delivery location of the training.

<sup>10</sup> Graduate outcomes taken from the Student Outcomes Survey (SOS) conducted for the first time in 2016.

<sup>11</sup> Graduate satisfaction reflects the overall satisfaction index from the SOS 2017. The rate shows the percentage of students that gave CDU an overall satisfaction score of either 4 or 5 out of a maximum score of 5 in 2017.
### Total Research Income

<table>
<thead>
<tr>
<th>Category</th>
<th>2015</th>
<th>2016</th>
<th>% Change</th>
<th>2017</th>
<th>2017</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Research Income</td>
<td>$52,476</td>
<td>$60,117</td>
<td>14.6%</td>
<td>$63,409</td>
<td>$63,770</td>
<td>0.6%</td>
</tr>
<tr>
<td>HERDC Research income ($’000)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category 1, National competitive grants</td>
<td>$18,469</td>
<td>$21,527</td>
<td>16.6%</td>
<td>$21,127</td>
<td>$21,543</td>
<td>2.0%</td>
</tr>
<tr>
<td>Category 2, Other public sector research funding</td>
<td>$14,045</td>
<td>$16,556</td>
<td>17.9%</td>
<td>$20,248</td>
<td>$16,424</td>
<td>-18.9%</td>
</tr>
<tr>
<td>Category 3, Industry and other funding</td>
<td>$4,536</td>
<td>$6,464</td>
<td>42.5%</td>
<td>$4,646</td>
<td>$7,719</td>
<td>9.4%</td>
</tr>
<tr>
<td>Category 4, CRC income</td>
<td>$1,055</td>
<td>$1,020</td>
<td>-3.3%</td>
<td>$1,020</td>
<td>$1,896</td>
<td>85.9%</td>
</tr>
<tr>
<td>Research Block Grants ($’000)</td>
<td>$14,371</td>
<td>$14,550</td>
<td>1.2%</td>
<td>$14,550</td>
<td>$16,188</td>
<td>11.3%</td>
</tr>
<tr>
<td>Higher Degree by Research completions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>41</td>
<td>20.6%</td>
<td>41</td>
<td>32</td>
<td>-22.0%</td>
</tr>
<tr>
<td>PhD</td>
<td>32</td>
<td>32</td>
<td>0.0%</td>
<td>32</td>
<td>25</td>
<td>-21.9%</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
<td>9</td>
<td>350.0%</td>
<td>9</td>
<td>7</td>
<td>-22.2%</td>
</tr>
<tr>
<td>Higher Degree by Research load, EFTSL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>212.5</td>
<td>226.3</td>
<td>6.5%</td>
<td>226.0</td>
<td>226.8</td>
<td>0.3%</td>
</tr>
<tr>
<td>PhD</td>
<td>179.5</td>
<td>193.8</td>
<td>7.9%</td>
<td>193.5</td>
<td>196.0</td>
<td>1.3%</td>
</tr>
<tr>
<td>Masters</td>
<td>33.0</td>
<td>32.5</td>
<td>-1.5%</td>
<td>32.5</td>
<td>30.8</td>
<td>-5.4%</td>
</tr>
<tr>
<td>Weighted publications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>354.3</td>
<td>372.5</td>
<td>5.1%</td>
<td>372.5</td>
<td>372.5</td>
<td>0.0%</td>
</tr>
<tr>
<td>Books</td>
<td>11.4</td>
<td>22.0</td>
<td>93.0%</td>
<td>22.0</td>
<td>22.0</td>
<td>0.0%</td>
</tr>
<tr>
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</table>

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2 Total Research income previously reported in the CDU 2015 Annual Report included only Research Income reported in the Higher Education Research Data Collection (HERDC). CDU also receives additional research income via Research Block Grants, which is now reflected in the Total Research Income for both the 2015 and 2016 figures.

12 2016 research income figures differ from those published in the 2016 Annual Report. Published figures for the 2016 year, in the AR 2016 were provided pre submission finalisation and pre-audit and were an estimate as at 30 April 2017. Figures supplied for AR2017 for the 2016 year are now finalised figures post audit and submission.

2017 research income figures are supplied pre submission and pre-audit for the 2017 year, and are estimates as at 30th April 2018.
## 2017 Staff Profile

<table>
<thead>
<tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Females</td>
<td>Females</td>
<td>Female %</td>
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<tr>
<td>HE &amp; VET academic staff (FTE)</td>
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<tr>
<td>Total Academic FTE</td>
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<tr>
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<td>General staff (FTE)</td>
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<td>Total General FTE</td>
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<tr>
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<td>45</td>
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<td>HEW 1</td>
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<td>0</td>
<td>100%</td>
<td>100%</td>
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</tbody>
</table>

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13 Figures reported in the 2017 and 2016 Annual Report reflect staff Full-time Equivalent (FTE) counts. Previous annual reports have reported staff headcounts.
Irta Oakley and Vice-Chancellor Professor Simon Maddocks celebrate Charles Darwin’s birthday – CDU is the only university in the world bearing his name.
Charles Darwin University Strategic Plan 2015 – 2025

Our collective beliefs
At CDU we believe a new world university is one built on social justice, sustainability, creativity, and collective effort. It is a place where everyone can follow their passion to make things better – however big or small.

Our plan for quality and growth
The University aspires to become a truly international dual sector university. From our base in the Northern Territory and as the Australian university closest to Asia, we will continue to expand and enhance our significant contribution to the important issues of our region through education and knowledge.

CDU is ideally placed to prepare graduates for success in an increasingly complex, diverse and connected world and aims to provide transformative skills and learning with a major focus on quality, access and growth.

CDU also will further develop its world class and emerging research strengths in areas critical to the sustainable and prosperous development of Northern Australia and the region, particularly in Indigenous and tropical health, environmental science, public policy, engineering, information technology and Indigenous knowledges, through engagement with governments, industry, institutions and stakeholders.

With a strong and distinctive commitment to Indigenous knowledges, achievement and wellbeing, we will develop our capacity in Indigenous leadership to become globally recognised for success in Indigenous peoples’ accomplishment.

To access Connect Discover Grow in full, visit W: cdu.edu.au/sites/default/files/strategic-plan.pdf
Our structure

Controlled entities

- Menzies School of Health Research
- CDU Amenities Limited
  - Cairns Language Centre Pty Ltd
  - Cairns Business College Pty Ltd
  - Cairns Education Australia Pty Ltd
  - International College of Hotel Management Pty Ltd (Adelaide)
- CDU Foundation and Trust
Corporate governance

University Governance and Executive Management

Charles Darwin University Council is the governing body of the institution. Led by the Chancellor, Council governs the affairs of the University under the Charles Darwin University Act 2003.

Seven standing committees assist Council in carrying out its responsibilities:

- **Executive Committee** acts on behalf of Council as required on matters between regular meetings of Council that cannot be deferred until the next scheduled meeting.
- **Academic Board** is the principal academic body assisting the Council and Vice-Chancellor in all matters relating to learning, teaching and assessment, and the assurance and enhancement of the academic quality and standards of all programs and awards.
- **Finance and Infrastructure Development Committee** is responsible for assessing and advising Council on the University’s financial position and performance, its assets and liabilities, and its strategies relating to income, budget allocations and capital expenditure.
- **Audit and Risk Committee** assists the Council in exercising governance, due care, diligence and skill in relation to financial reporting, internal controls and risk management, external audit, internal audit, and controlled and associated entities.
- **Tender Committee** is responsible for reviewing tenders, expressions of interest, certificates of exemption or other means of procurement in excess of the University’s $10,000 procurement threshold.
- **Nominations, Honorary Awards and Legislation Committee** oversees nominations for Council membership, provides advice in relation to honorary awards, and reviews all proposed legislation.
- **Remuneration Committee** assists Council in the determination of the remuneration package and performance of the Vice-Chancellor. It also provides advice to the Vice-Chancellor on the remuneration package of Executive level staff.

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

University governance best practices

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. Council works to:

- 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
- Oversee the management of the University, including approving significant commercial activities
- Regularly review delegations under the Act
- Monitor systems of accountability implemented by the University
- Review management practices and performance of the University
- Oversee risk management across the University.

The composition of the Council must be appropriate to the duties and responsibilities

The University Council is based on 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 discharge its responsibilities and duties adequately via the following membership:

- Chancellor
- Vice-Chancellor
- Chair of the 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 HE academic staff
- One person elected by and from the full-time VET academic staff
- One person elected by and from the undergraduate students, and
- One person elected by and from the postgraduate students.
Education program for new Council members
The University has a professional development program for Council, with the objectives:
- To ensure new members of Council receive an induction program and appropriate core documentation and information (induction)
- To ensure members are informed about their duties generally, including the legislative and operational context of the University (provision of requisite background information)
- To assist members of Council to develop and maintain a skill set that fits the governance and strategic needs of the University (improvement in planning and governance), and
- To enhance organisational performance by improving the (minimum) skill set of all members, as well as instilling and enhancing specialist skills in those members who will lead committees and/ or Council activities.

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

Written Code of Conduct
The University has a written Code of Conduct based on five ethical principles:
- **Fairness:** We value fairness, characterised by openness and impartiality in the conduct of our study and work, in decision-making, and in supporting and attracting staff and students.
- **Respect:** We value respectful and polite conduct. We demonstrate consideration and regard for the rights, privacy and feelings of others, and for the differences across cultural backgrounds, beliefs and abilities.
- **Integrity and Professionalism:** We value integrity and professionalism in our activities and across academic, teaching and management functions. Professionalism is characterised by competency, skill, quality service delivery, and the expectation that staff will conduct their duties in a responsible and conscientious manner.
- **Accountability:** We value accountability and take responsibility for our actions within the scope of our work, study and community engagement.
- **Equality of opportunity:** We value equality of opportunity and celebrate diversity.

Overseeing risk management and internal audit
The University internally manages the coordination of activities related to the organisational risk-management framework. The Audit and Risk Committee formally endorses the risk management framework, monitors activities and reports to Council.

The University undertakes internal audit activities through both in-sourced and out-sourced means. The Audit and Risk Committee formally endorses an annual internal audit plan, monitors activities, and reports to Council.

Satisfactory health and safety measures in place
The University takes a proactive risk-management approach to workplace health and safety issues to meet the requirements of 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 Committee, chaired by a member of the University executive. The Council reviews health and safety measures as part of the regular risk management and internal audit activities.

Voluntary Code of Best Practice for Governance of Australian Universities
The Voluntary Code of Best Practice for the Governance of Australian Universities developed by the University Chancellors’ Council and approved by the Commonwealth Ministerial Council for Tertiary Education and Employment sets out the criteria thought necessary to demonstrate best practice. The Council adopted the Code of Best Practice in 2017.

The Council considers that it is compliant with the Code with the exception of Item 6, which relates to procedures currently under development.

Freedom of Information
The University is committed to protecting the privacy of staff, students and other stakeholders. Its privacy statement contains the policy for managing personal information collected. This is part of the procedures in place 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 three information access requests in 2017.
Council members

1. Mr Neil Balnaves AO
   Chancellor
2. Mr Richard Ryan AO
   Deputy Chancellor
3. Professor Simon Maddocks
   Vice-Chancellor and President
4. Associate Professor
   Steve Shanahan
   Chair, Academic Board
5. Mr Alan Morris
6. Mrs Jodie Ryan
7. Mr Ken Davies
8. Mr Lorenzo Strano OAM
9. Professor Judith Whitworth AC
10. Ms Cathy Jones
11. Dr Aggie Wegner
12. Mr Raymond Simpson
13. Mr Bryan Baker
## Council meeting register

<table>
<thead>
<tr>
<th>Council</th>
<th>Executive</th>
<th>FIDC</th>
<th>ARC</th>
<th>NHAL</th>
</tr>
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<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Neil Balnaves AO</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Simon Maddocks</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Steve Shanahan</td>
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<td>Ken Davies</td>
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<tr>
<td>Alan Morris</td>
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<tr>
<td>Jodie Ryan</td>
<td>6</td>
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</tr>
<tr>
<td>Richard Ryan AO</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Marion Scrymgour</td>
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<tr>
<td>Lorenzo Strano OAM</td>
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<tr>
<td>Judith Whitworth AC</td>
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<tr>
<td>Aggie Wegner</td>
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<td></td>
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<tr>
<td>Ray Simpson</td>
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<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cathy Jones</td>
<td>6</td>
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<td></td>
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<tr>
<td>Bryan Baker</td>
<td>6</td>
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</tr>
</tbody>
</table>

**FIDC:** Finance and Infrastructure Development  
**ARC:** Audit and Risk Committee  
**NHAL:** Nominations, Honorary Awards and Legislation Committee

**Legend**  
A = Number eligible to attend  
B = Attended
Principal Officers

1. **Professor Simon Maddocks**
   Vice-Chancellor and President

2. **Professor Sue Carthew**
   Provost and Vice President

3. **Professor Lawrence Cram**
   Deputy Vice-Chancellor and Vice President, Research and Research Training

4. **Ms Meredith Parry**
   Deputy Vice-Chancellor and Vice President, Operations

5. **Mr Andrew Everett**
   Deputy Vice-Chancellor and Vice President, Global Strategy and Advancement

6. **Professor Martin Carroll**
   Pro Vice-Chancellor, Education and Student Success

7. **Ms Christine Robertson**
   Pro Vice-Chancellor, Vocational Education and Training

8. **Associate Professor Steve Shanahan**
   Pro Vice-Chancellor, Faculty of Engineering, Health, Science and the Environment

9. **Professor Peter Kell**
   Pro Vice-Chancellor, Faculty of Law, Education, Business and Arts

10. **Professor Adrian Miller**
    Pro Vice-Chancellor, Indigenous Leadership

11. **Ms Anne Coulter**
    Chief Financial Officer
Charles Darwin University celebrated five category wins following an outstanding night at the NT Training Awards, where the University received the Training Provider of the Year award. (From left) Pro Vice-Chancellor VET Christine Robertson, Hastings Deering Regional Manager Brad Scholz and Vice-Chancellor Professor Simon Maddocks.
Our outstanding staff and students

Sarah Pirrie represented the Northern Territory at the Venice Biennale.

Art lecturer represents the NT in Venice

A Visual Arts Lecturer was selected to travel to Italy to represent the Northern Territory at the Venice Biennale 2017 Professional Development Program.

The program provides an opportunity for arts workers to attend the international event and support the exhibition at the Australia Pavilion.

Sarah Pirrie was one of two arts professionals from the NT to attend the program that provided a platform for curators, arts writers and arts professionals to develop skills and deepen vocational experience.

Ms Pirrie had the role of NT Exhibition Team Leader, managing a team of volunteer exhibition attendants. She also managed the daily operations of Australia’s first solo Indigenous artist to exhibit at the Venice Biennale, Tracey Moffatt, whose exhibition was held in the Australian Pavilion.

The program was delivered in partnership with the Australia Council for the Arts and the Northern Territory Government through Arts NT.
Gold stamp of approval for new world brand

The University’s distinctive “new world” branding campaign was named winner of gold and silver at the Asia-Pacific Stevie Awards presented in Japan.

CDU won gold in the Innovation in Re-Branding category, and silver in the Innovation in Brand Development category.

Vice-Chancellor Professor Simon Maddocks said the Stevies acknowledged CDU as one of few Australian universities to push the boundaries in creating a unique campaign with limited funding.

He said the new world university campaign reflected CDU’s vision as a socially and globally conscious university that seeks to use knowledge to shape a better future.

The Stevies recognise innovation in the workplace among the 22 nations of the Asia-Pacific.

First NT researcher to receive Humboldt Fellowship

A Northern Institute Senior Research Fellow is the first Northern Territory-based researcher to be awarded a prestigious Humboldt Fellowship to further her research into climate change impacts and adaptation.

Dr Kerstin Zander was one of about 500 scientists and scholars worldwide to receive the Alexander von Humboldt Foundation Fellowship to conduct research in Germany in 2018/2019.

The fellowship will enable her to carry out research for 12 months in Germany and collaborate with researchers in Bonn and Berlin.

She will attend the German Development Institute in Bonn, where she will continue her research into the economic and social impacts of climate and people’s adaptation strategies.

Dr Zander also will spend two months working at the Potsdam Institute for Climate Impact Research, the think tank in Europe for climate change modelling, impacts and adaptation.

Her research is particularly focused on migration as a response to extreme heat, worldwide and in Europe.

The Humboldt network includes 28,000 scientists and scholars worldwide, including nearly 50 Nobel Laureates, from all disciplines in more than 140 countries.
Students scoop NT Young Achiever awards

A Law student with a passion for Indigenous health and justice initiatives in the Northern Territory was named the 2017 NT Young Achiever of the Year.

Mark Munnich is a Yawuru and Gunggandji man from Darwin and was one of six Charles Darwin University students to be awarded during the annual event.

He also won the Minister for Territory Families Excellence in Youth Leadership Award.

Research Institute for the Environment and Livelihoods PhD candidate Alyson Stobo-Wilson was awarded the ConocoPhillips Environment Award for contributing to scientific research about Top End savanna gliders. Other CDU winners included:

- Commerce student Kyaw Naing, the NT Government Young Carer’s Award
- Primary Teaching student Jasmine Anderson, the Zip Print Sports Award
- Commerce student Ineke Wallis, the Genesee & Wyoming Australia Indigenous Achievement Award
- Psychological Science student Rian Smit, the PTTEP Australasia Health and Wellbeing Award.

The CDU-sponsored Arts Award category went to mentor of Indigenous female musicians Eleanor Dixon, from Elliott.

Environmental researcher wins NT award

An environmental scientist who has been working to improve resource management and health outcomes in remote communities won the Researcher of the Year category in the 2017 Territory Natural Resource Management (TNRM) Awards.

Research Institute for the Environment and Livelihoods researcher Rohan Fisher was nominated for his work supporting good natural resource management outcomes in Eastern Indonesia and Northern Australia.

Mr Fisher’s work leverages the power of new free geospatial software tools, data and access portals, developing comprehensive and localised training material.

Each year TNRM hosts a conference and awards ceremony that is the only event of its kind in the Northern Territory. It brings together hundreds of people from all walks of life who are dedicated to caring for the environment.
Dr Peter Kyne conducts research into the endangered Largetooth Sawfish on the Adelaide River, Daly River and waterways in WA’s Kimberley. In September 2017 Malak Malak rangers and CDU researchers collaborated to rescue and relocate 38 sawfish pups from a dried-up billabong 220km southwest of Darwin.
Transformative skills and learning

In 2017 CDU delivered 27,104 course enrolments to 21,540 individual students. More than half (53%) of the student cohort enrolled in a Higher Education course, and 47% enrolled in a Vocational Education and Training qualification. Overall course enrolments in 2017 were 3.8% lower than in 2016, though individual student numbers were approximately the same as in 2016.

Students from government-identified equity target groups, such as Indigenous students, students from low socio-economic areas, and those from remote and very remote regions of Australia, continued to increase their level of participation in the CDU student community in 2017.

Mature age students also increased their level of engagement with the University, with students aged 25 and older making up more than 70% of the HE cohort, and more than 55% of the VET cohort.

The University continued to develop Higher Education programs during 2017 that aligned with the Connect Discover Grow strategic plan.

One of the highest priorities of the CDU vision is to provide effective and transformative leadership in Indigenous tertiary education in Australia. We acknowledge the imperative of Indigenous recognition, inclusion and achievement in the future prosperity of the Northern Territory and the nation, and the role that education plays in empowering Indigenous people to achieve their aspirations and in addressing Indigenous disadvantage.

The University continued to expand its suite of courses to support these outcomes, including programs that will begin in 2018:

- **Diploma of Indigenous Employment** provides graduates with skills relevant to Indigenous people’s engagement in a public-sector work environment, retention, workplace support and development. Issues that surround the contexts of Indigenous peoples’ participation in employment are addressed in ways that respect their cultures, world views and socioeconomic status in a culturally informed and respectful manner.

- **Diploma of Indigenous Research** prepares graduates with the knowledge and skills that are useful for research with Aboriginal and Torres Strait Islander people, organisations and communities, government departments and agencies or private agencies and organisations that are involved in Indigenous research.

- **Graduate Certificate of Indigenous Research Methodologies** provides graduates with a deep understanding of the epistemological foundations of Indigenous research methodologies to facilitate working with Indigenous people to secure equitable outcomes that may inform community development and public policy outcomes.

**VET load and offerings**

The VET Faculty increased student load and curriculum offerings, expanded delivery to regional and remote areas and placed a greater focus on meeting industry training needs and student demand. With a total enrolment of 10,157 VET students, VET trainers delivered 2,768,444 AHC (Annual Hours Curriculum) in 2017, an annual increase of more than 42,000 hours. The number of qualifications delivered increased to 184, a rise of 16, and 128 additional units of competency were delivered, making a total of 1980 units overall.
VET students are diverse in terms of their age, location, cultural background, work status and educational experience. Some 49% of 2017 students were employed full-time, 19% employed part-time, and 2.6% employers or self-employed. For those still at school, 2,138 VET for Secondary Schools students enrolled with 248,794 AHC, an increase of 14,282 hours. Of the 8,481 students who had left school, 60.8% were aged 25 or older and only 51.6% had completed Year 12.

The proportion of Aboriginal and Torres Strait Islander students remains close to 30% of total VET load; these students enrolled in 651,486 AHC in 2017, an increase of 77,148 AHC in one year and 125,649 AHC over two years. Enrolments correspondingly increased for students from regional locations (a rise of 8,743 AHC) and, more importantly, from remote locations across the Territory (+12,611 AHC). More than 30% of VET students speak a language other than English at home and 495 students (~ 5%) identified with a disability.

VET at CDU reached its targets for government-subsidised training in 2017. Apprenticeship/traineeships grew by 12,927 ASC and an increase of 42,342 AHC was delivered under Apprentice User Choice K funding. VET Fee-for-Service training delivered on a commercial basis rose 6% to 207,908 AHC and VET International Fee-for-Service training decreased slightly to 109,884 AHC.

Expanding our offerings
As a leading provider of online education, the University recognises the importance of staying at the forefront of technology. The University expanded its suite of technology courses with a Bachelor of Computer Science/Master of Information Technology. This five-year combined degree program will begin in 2018 and build core competency in computer science with specialisations in the sought-after areas of software engineering, cyber security, and information systems and data science.

A Master of Teaching program, developed this year to begin in 2018, will prepare graduates for work in a diverse range of services for the education and care of children with specialist streams from early childhood, primary and secondary school teaching to Year 12.

VET industry groups with the highest enrolments in 2017 are: Primary Industry (168,233 AHC, an increase of >27,000); Community Services, Health and Education (145,273 AHC), Automotive (119,028 AHC, a gain of 45,059) and Building and Construction (112,350, a gain of 21,789).

Initiatives that enabled these gains included the repositioning of the VET profile, new online offerings, the development of cross-sectoral learning pathways and strategic training partnerships.

Repositioning the VET Training Profile
Significant work was undertaken to reposition the VET Program Profile to balance student, employer and community demand with quality and sustainable delivery. Key strategies adopted for 2017 focused on:

- a commitment to purpose through a balance of breadth and focus to meet the needs of domestic and international students while ensuring the long-term sustainability of the University
- clear principles that ensure future courses are client-centred, relevant to graduates, financially sustainable and of high quality.

Access to educational programs was expanded through technology-supported delivery, learning pathways and strategic partnerships. New approaches to assessment for regional and remote locations were also developed, introducing situated assessment using verbal questions, observation checklists and collections of photos and video.

Researchers eye digital education futures
Two Charles Darwin University researchers are contributing to a China-based international research project into the future of education using digital technologies.

The Advanced Innovation Center for Future Education (AICFE), based at Beijing Normal University in China, appointed Associate Professor Greg Shaw and Dr Jon Mason, from the School of Education, as consultants to the project that is expected to have global implications for education. They are the only Australian university scholars taking part in the research.

Dr Mason, who leads digital education futures research at CDU, said the AICFE was set up in China to lead the development of smart education platforms and data-driven teaching methodologies to the year 2030.

“The group is looking at various plausible scenarios [for education globally] through a technology lens,” Dr Mason said. “We’re interested in artificial intelligence, smart learning environments and what the next generation of schools will look like.”

In addition to China and Australia, the AICFE project involves researchers from the UK, Canada, USA and several other nations.
The number of VET qualifications offered online grew from five in 2016 to seven in 2017, and a further 40 courses are now offered with an online component. This enables VET to grow student numbers by extending delivery beyond the NT.

New online courses added to Learnnline include:
- Diploma Salon Management (online reliant)
- Diploma of Event Management (online supported)
- Certificate III Events
- Certificate III Tourism
- Uluru and Kata Tjuta Knowledge for Tour Guides
- Kakadu Knowledge for Tour Guides.

**VET Credit Pathways:** As one of the few dual-sector universities in Australia, CDU is uniquely placed to enable both domestic and international students to progress from VET through to Higher Education. For students, studying a VET-HE pathway provides:
- access to HE studies for those who initially have difficulty meeting HE entry requirements
- access to practical training and para-professional employment before or during HE studies
- a competitive edge in local, national and global job markets through the combination of VET and HE qualifications.

**Strategic training partnerships:** VET has continued to engage with government, industry and communities, building training partnerships with:
- Shell Prelude and Group Training NT
- Paspaley Pearls, for design, delivery and assessment of Certificate I-III Aquaculture programs
- Master Builders Association NT, for the Certificate IV in Building and Construction
- ERGT Australia, for specialist training provider in safety, survival and emergency response training for high-risk industries
- James Cook University, through which graduates of the CDU Certificate III in Aquaculture can transition with credit into the JCU Bachelor of Science (Aquaculture Science and Technology) delivered in Townsville and Singapore
- Regional enterprises, Aboriginal Corporations and the Australian Government’s Community Development Program.

This industry engagement has not only expanded access for students, but also positioned the faculty for future growth and extended staff/industry currency and training expertise.

**Distinctive Graduate Qualities**

The University researched and developed a set of Distinctive Graduate Qualities that will maximise the potential for graduates to make valuable contributions to the future of Australia and other communities that they may serve. Based on an analysis of future social and workforce requirements partnered with the University’s values, Distinctive Graduate Qualities inform curriculum design, extra-curricular activities, and students’ critical self-reflection of their learning journey.

The University has developed policy and a framework for implementation in partnership with Professor Jessica Vanderlelie, the Innovative Research Universities’ (IRU) Vice-Chancellors’ Fellow, beginning in 2018.

Stories of Greek pioneers and settlement in the Northern Territory and Australia, including the important relationships formed with Indigenous people, were told as part of a cultural event at Charles Darwin University.

Hellenic Cultural Week began on 29 May, the date of the fall of Constantinople in 1453, an important time for Greek communities around the world.

Coordinator of Hellenic and Greek Studies Associate Professor George Frazis said the week included several public events featuring academics from around Australia presenting research and stories on what shaped the course of history for Hellenes in Australia and the NT.

“There are three significant years that were the impetus for the Hellenic diaspora, or migration of Greeks from their homeland, starting with the fall of Constantinople in 1453, and continuing during the 1900s,” Dr Frazis said.

The week of events culminated in the first of several international Hellenic diaspora conferences to be held in Darwin, Greece and Macedonia.
Territory benefiting from five-star graduates

Despite nearly one in five Charles Darwin University students being from a low socio-economic background, CDU was awarded five stars for Full-Time Employment and Starting Salary by The Good Universities Guide. Analysis from The Good Universities Guide 2018, produced in 2017 by Good Education Group, shows these strong graduate outcomes are also echoed at a field of study level, with the University best in the country for Full-Time Employment across four fields: humanities, culture and social sciences, science and mathematics, and social work. CDU was also best in the country for Starting Salary in teacher education. The University’s strategic priorities include offering courses that address shortages in key skill areas relevant to Northern Australia’s Indigenous communities. To support this goal, CDU’s Away From Base program is designed to assist Aboriginal and Torres Strait Islander students offset the cost of travel, accommodation and meals by offering financial support to those enrolled in mixed-mode or external courses.

“The social challenges facing the Northern Territory are well-documented and it’s vital that CDU produces alumni eager to make a difference in the Top End,” said Good Education Group CEO Chris Lester. Recent graduates helping to strengthen the local economy include Kiera Dawson, who completed her Bachelor of Laws in 2016 and was admitted to the Supreme Court of the Northern Territory.

Student performance

The University continued to develop learning analytics to measure the engagement, activity and performance of students studying online and initiated projects in schools and faculties to support the use of learning analytics in day-to-day teaching activities. The University co-led a project initiative through our membership of the IRU network to develop a student-facing analytics dashboard that will allow students to monitor their progress, performance and engagement in online learning.

The University’s suite of student learning technologies, Learnline, continued to stay at the leading edge of University engagement. The use of a browser-based web conferencing utility, Collaborate Ultra, was further expanded, improving participation in online classes. The use of VoiceThread was extended to facilitate greater online discussion around learning resources. Systems for online exam invigilation were trialled in several disciplines. These systems have the potential to help students by enabling secure examinations to take place in their own homes or workplaces.

CDU continues to coordinate development of the Academic Calibration Project within the IRU network. This program enables each of the member universities to have units evaluated through an external peer review process to promote good practice and develop appropriate standards. In 2017 CDU expanded the number of units calibrated and led several improvements to the system.

The University also initiated a broader process to review the use of core teaching and learning technologies by students, and the technologies themselves as the start of a multi-year project to improve experiences for students.

Vet Plan 2017-2019

The VET Faculty launched the VET Plan 2017-2019, which builds on the whole-of-university approach outlined in Connect Discover Grow 2015-2025. Four strategic priorities in the plan have guided teaching and learning in 2017:

Priority 1: Student learning guides innovation and underpins growth. Student learning is core business. Through the VET Plan, the focus during 2017 has been on teaching quality, aiming for consistent application of national standards across all teams and for all students.

Priority 2: Linking skills and prosperity for Indigenous Australians and their communities. The VET Plan is also guided by the Indigenous Tertiary Education Plan developed by the Office of the Pro Vice-Chancellor, Indigenous Leadership. VET staff have developed a variety of training and learner support programs that are culturally appropriate, meaningful and productive, along with structures and templates that support others who are engaging with Indigenous Australians. VET lecturers have contributed to new pedagogies, student support and internal systems and have engaged in targeted professional development activities.

Priority 3: Working with industry to shape our region’s future. Our professional development strategies and frameworks seek to maintain industry currency and build business development expertise. A 2017 research project, The Future Positioning of the School of Trades, reviewed current national and international practice, benchmarked VET against similar providers and proposed a set of recommendations for future practice. The School has now established a program to improve student access, promote innovative engagement with industry, create more customised training delivery and design professional development programs that raise staff capability.
Drone school has lift-off

In an Australian first, students are gaining commercial drone licences as part of their degrees at Charles Darwin University. The School of Environment pioneered the two-week intensive unit, introducing students to remotely piloted aircraft systems (RPAS).

Unit coordinator Dr Hamish Campbell said drone technology was widely used to gather information in the environment sector, along with disaster and emergency management, mineral resource extraction, agriculture and media.

“The ability to fly drones is becoming a highly sought after skill, with the market for services predicted to grow ten-fold over the next decade,” Dr Campbell said.

The Civil Aviation Safety Authority requires pilots to be licensed when flying unmanned aircraft for commercial ventures, including research and teaching.

Students gain an aeronautical radio operator’s certificate and undergo a minimum of five hours flying experience, along with learning navigation, meteorology, how to read air charts, and the internal workings of RPAS.

Those who successfully complete the unit, which is run in partnership with training provider Fly UAS, are job-ready to fly a range of aircraft weighing up to 7kg.

In 2017, CDU trained its first Civil Aviation Safety Authority-compliant drone pilots.

HE organisational restructure

The University undertook a significant organisational restructure of the HE sector as a key capability builder aligned with the goals of the strategic plan.

This restructure will be implemented in 2018 and will deliver benefits in growth, engagement and response to the needs of our clients and partners both domestic and international, and a stronger internal focus on excellence in teaching and learning, research, education strategy and student engagement and success. This builds on the University’s success in becoming one of the fastest growing universities under 50 years old.

Building aspiration

The University is committed to building aspiration and capability in our community to undertake HE. The University expanded the reach of its ASPIRE Program, a partnership with Northern Territory secondary schools.

The program aims to help students from diverse backgrounds achieve their best results in secondary school and to raise the aspirations of young people to pursue study in Higher Education.

Children's University at Charles Darwin held its first event on 20 July. This innovative pilot program, which enables students aged 7-14 - initially from eight schools in Darwin and Palmerston - to
participate in extra-curricular learning activities. The program is designed to develop confidence and aspiration in children to undertake Higher Education by accessing a variety of extra learning opportunities at local Learning Destination providers. A total of 20 organisations were welcomed to an information session for prospective Learning Destinations.

**VET engagement**

The VET Faculty continued to engage with government, industry and communities to ensure the delivery of skills and learning that the regions need. Projects focused on educational excellence, industry training, and professional and community engagement. Achievements include:

- The faculty worked with the Australian Nursing and Midwifery Accreditation Council to accredit the first online Diploma of Nursing in Australia. This course won the international Blackboard Catalyst Leading Change Award.
- An agreement with Gumatj Corporation Limited to deliver three, 17-week programs for young Yolngu, aimed at building the future workforce of East Arnhem Land. In the first of these programs, intensive industry training was supported with activities at the Gulkula Regional Training Centre, resulted in 10 graduates who are now transitioning into traineeships with East Arnhem Land employers.
- Delivery of the first stage of a new program, “Design and delivery of Hospitality Training for the Workforce Development Program Timor-Leste”, which has been delivered wholly off-shore. This program supports growth in international vocational training.
- The School of Community and Children’s Services expanded its educational programs in Early Childhood and Home and Community Care into regional and remote areas.
- A Restricted Electrical-Disconnect/Reconnect Water Heaters course was rolled-out in response to requests from the NTG’s Department of Trade, Business and Innovation and the Plumbers Board to develop skilled trades' personnel across the Territory. An Electrical skills maintenance course was also designed for Electricians renewing their NT Electrical A Grade licence.
- Other new short courses developed to meet industry needs included: Four Wheel Driving, Chainsaw Skills, Mechanical Maintenance, Carpentry Skills and Welding Fundamentals to meet the needs of the Central Land Council and remote communities.
- New courses and skillsets were designed in drafting and plumbing, including Backflow prevention, Thermostatic mixing valves and Polywelding training. These skillsets, designed for VET for Secondary Students (VSS), have been extended to regional and remote locations around Alice Springs.
- Tailored agriculture training, focusing on Northern Australia livestock production and general stock and station skills, was delivered to 100 students from 34 stations across the Top End, Barkly Tablelands and Victoria River districts and featured a significant practical component of workplace training and assessment.
- In Kakadu, practical and relevant training was successfully delivered to provide work ready skills to Kakadu Rangers, traditional owners of the park and other Indigenous groups.
- The CDU Katherine Rural Campus Brahman Stud won major exhibitor awards at the Katherine and Royal Darwin Shows. The Show Program is part of VET for Secondary Schools Program with Katherine High School and the Katherine community.
- The VET Horticulture Team’s contribution to the Australian Centre for International Agricultural Research project “Promoting traditional vegetable production and consumption for improved livelihoods in Papua New Guinea and Northern Australia” was recognised by the ABC’s Gardening Australia.

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**Global experience for CDU-Harvard law intern**

A Charles Darwin University student’s drive to pursue a career in international refugee law has been boosted with an internship at the Harvard Immigration and Refugee Clinic (HIRC) in Boston, USA.

School of Law student Paul Larder undertook the four-week placement, which allowed him to apply and enhance his knowledge in refugee law while working on real cases and representing clients.

“I have developed a strong foundation in refugee law through my studies at CDU,” he said. “This has prepared me for the internship where I will learn and apply practical skills from a US perspective.”

Paul is the third CDU scholar to join the internship, which began after HIRC Deputy Director Professor Sabi Ardalan visited CDU in 2014.

The clinic’s students represent asylum seekers, domestic violence survivors and other victims of crime, who seek to avoid forced removal in immigration proceedings in the US.
Innovation

Yolngu Matha: In a world-first, staff translated a Blackboard Collaborate learning portal into Yolngu Matha, to improve access for Indigenous students. Blackboard Inc, in partnership with CDU, launched the Djambarrpuynu learning experience at the Australia and New Zealand annual learning and teaching conference in Darwin. The Blackboard Collaborate language experience was developed in partnership with CDU researchers and a team of Djambarrpuynu speakers and translators. Djambarrpuynu is one of several Yolngu languages spoken by the people of East Arnhem Land in the Northern Territory.

Studiosity: The University continued to support the use of Studiosity, an online personal tutorial service, to assist students in first year subjects with real time academic support. In 2018 the University will trial extending this support to all students. Studiosity complements the University’s Academic Language and Learning Support Programme (ALLSP) and its Peer Assisted Study Sessions (PASS).

VET strategies: Two new strategies were developed to support the VET Plan. They are the VET Internationalisation Plan and the Indigenous Strategy for Linking Skills and Prosperity for Indigenous Australians and their Communities.

Humanitarian ‘crisis’ strikes

A simulated humanitarian emergency allowed 26 domestic and international students to put theory into practice and gain hands-on experience as part of an intensive unit in the Bachelor of Humanitarian and Community Studies.

Lecturer and course coordinator Adriana Stibral said the three-week intensive was delivered in collaboration with humanitarian aid and training organisation RedR Australia as part of the CDU/RedR Alliance.

Students responded to an urgent call for humanitarian aid as a complex crisis involving a natural disaster, tribal group clashes and political unrest struck in the developing country of “Sebedoh”.

“The students worked under pressure during a full-day simulation with the ultimate aim of providing food, shelter, medical assistance and protection for thousands of displaced people,” Ms Stibral said.

Students faced issues including gaining permission to enter the country, logistics in moving life-saving supplies into disaster-affected areas, media questions and ensuring a well-coordinated, effective humanitarian aid response.
Meeting challenges

Regional and remote needs: A key role for regional universities is to support the aspirations and needs of our local communities. CDU continues to be challenged when delivering services to regional and remote communities. The University works closely with government to find solutions and leverage new opportunities such as the roll out of the National Broadband Network. As an early and significant provider of online education with a large cohort of students who only engage externally and online, the University is continually challenged in how to best support students engage with the University and with their peers.

Responding to training reforms: Maintaining our participation, partnerships and programs has become even more challenging as a result of two government-led reforms:

- The NT Government is introducing the VET Modernisation Framework, which involves new skills analysis, training pricing and more competitive funding models. Competitive, user choice funding accounted for 34.4% of funding provided to CDU VET by the NTG in 2017.
- Nationally, VET Student Loans (VSL) replaced VET Fee-HELP loans on 1 January to restore confidence in the regulated VET market, following objectionable behaviour of some VET providers. The reforms place significant burdens on students, who face complicated enrolment processes for “Approved” Diplomas. In addition, CDU VET had to adjust Student Management Systems, course and unit offerings, fee structures, load calendars, loan schemes, reporting and enrolment data configuration in a short time period and we continue to adapt as the Australian Government adjusts VSL systems and procedures.

The University also continues to provide fee-free training to NT-based students who were displaced when private providers lost their registration or ceased trading.

The VET sector operates in an increasingly competitive environment. As a public provider CDU VET often provides training in low-volume niche areas where access to quality training is required. Regional campuses in Katherine and Alice Springs provide a valuable presence for VET training in these parts of the Territory. Overall, CDU delivers 17.5% of its AHC in regional locations and remote areas.

CDU expands Sydney centre

The University grew its presence in Sydney with the opening in April of its expanded centre at 815 George Street, Haymarket. Two new floors were opened and included a health precinct to accommodate the growing health student cohort and further deliver the latest in learning and teaching spaces for business and finance students.

Vice-Chancellor Professor Simon Maddocks said: “This is an important stage in the growth and development of CDU, which is well placed to support both international and domestic students in the greater Sydney area.

“The new facilities such as the Clinical Practice Suite will provide a space for hundreds of our southern-based external nursing students when they attend their week-long Clinical Training Block.”

The expansion will enhance the delivery of a suite of internal mode higher education courses in business and finance. Emerging as a centre on Level 10 in 2013, the CDU centre now consists of three floors. Level 9 is home to “Collaborate” teaching spaces, designed for integrated online and in-room class interaction, generous student study spaces, student lounge, computer labs and business offices. Level 11, known as the health precinct, includes the custom-made Clinical Practice Suite with 13 beds, classrooms, a computer lab, and staff offices.

CDU’s Chancellor, Mr Neil Balnaves AO, opened the centre expansion.
Building strength

The University and Blackboard hosted this year’s Australia and New Zealand annual learning and teaching conference in Darwin. CDU staff presented at 10 sessions over the program and the PVC-IL, Professor Adrian Miller, provided the keynote, “Leveraging learning technologies to support Indigenous postgraduate students”, on the closing day. The VET Diploma of Nursing Team won the prestigious Blackboard Catalyst Award for Leading Change.

As lead organisation in the South Australian Northern Territory Promoting Excellence Network, the University has developed several workshops to be run in early 2018 to investigate what improvements can be made to support staff who aspire to Learning and Teaching awards. At CDU the goal is to redevelop internal teaching and learning awards to ensure staff are supported through the process and alignment with the Australian Awards for University Teaching.

Vocational Education and Training staff, students and programs continue to be recognised at local, territory and national levels. VET was recognised at the NT Training Awards 2017 with the following results:

- Austin Ashe Apprentice of the year, Thomas Mould
- VET Teacher/Trainer of the Year, Fiona Plunkett, Agriculture and Rural Operations, Katherine campus
- Vocational Student of the Year, Richard Vogt.

CDU was one of only three Australian institutions named as finalists in the National Training Awards.

As part of the VET Online Project, CDU’s Diploma of Nursing team was awarded the Blackboard Catalyst Award for Leading Change, which recognises and honours those who demonstrate a commitment to leveraging technology to improve learning experiences. This high-level international acknowledgement of the online Diploma of Nursing reflects its inherent qualities and innovation.

The Diploma of Nursing is the first enrolled nursing course in Australia to be approved for online learning, with full accreditation approved by the Australian Nursing and Midwifery Accreditation Council.
Dr Curtis Roman is delivering new insights into Indigenous Knowledge and Public Policy.
Leadership in Indigenous tertiary education

Effective leadership in Indigenous tertiary education nationally

The University’s promotion, advocacy and academic support provided to Aboriginal and Torres Strait Islander peoples resulted in an increase in Indigenous student enrolments across both the Vocational Education and Training (VET) and Higher Education (HE) sectors in 2017.

Aboriginal and Torres Strait Islander student enrolments in VET was more than 30% of total VET enrolment numbers. Indigenous HE enrolments were 2.8% above the 2016 figure. Indigenous students represented 9.37% and 7.87% of all domestic commencing students (commencement and participation).

Indigenous student retention and completions across both the VET and HE also increased during the year. Aboriginal and Torres Strait Islander student completions totalled 559 graduates across both sectors.

Indigenous Leadership Strategy

Professor Adrian Miller took up the position of Pro Vice-Chancellor, Indigenous Leadership (PVC-IL) in July. Before joining CDU, he was Professor of Indigenous Research at Griffith University where he led the Indigenous Research Network. Professor Miller was also responsible for the development and achievement of the Indigenous research plan, Indigenous student education strategy, the operation of a dedicated student support unit for Aboriginal and Torres Strait Islander students, and the Indigenous Research Unit.

The Office of the PVC-IL (OPVC-IL) developed the University’s Indigenous Leadership Strategy, which was presented to Council in December. This process provided an opportunity to ensure that the directions of OPVC-IL align with the University’s strategic plan, Connect Discover Grow, and other strategic plans of the University, and that there is a whole-of-university commitment to Indigenous leadership, engagement and knowledges.

OPVC-IL began exploring synergies with CDU’s research institutes, particularly in relation to research opportunities for grant funding, collaborative research, research capacity-building and engagement as it relates to Aboriginal and Torres Strait Islander peoples, communities and issues.

Indigenous education research on world stage

A Charles Darwin University researcher represented Australia at one of the world’s largest Indigenous education conferences, held in Canada in July. Indigenous Knowledges lecturer Tracy Woodroffe took the Northern Territory’s Indigenous education system to a world stage during the World Indigenous Peoples Conference on Education in Toronto.

Ms Woodroffe’s conference presentation was based on her PhD research into the ways that non-Indigenous educators could benefit from understanding Indigenous knowledge systems and approaches to education.

She said her research, which she is undertaking at CDU, was beginning to show that non-Indigenous pre-service teachers wanted to make a connection with Indigenous students, but in reality it could be difficult.

“One way to strengthen that connection could be to gain awareness about Indigenous knowledge systems and what is respectful in different cultures,” she said.
Engaging with the community

The University hosted the annual Garmalang Festival – Panel discussion, on the topic “250 Shades of Black – Peoples, Land and Languages – Treaty and Constitutional Change”. The panel comprised Ms Josie Crawshaw, Mr John Christopherson, Mr Michael Mansell and Mr Luke Pearson, and was broadcast on ABC TV. The successful event generated significant additional media coverage subsequent to the Uluru “Statement from the Heart” convention in May 2017.

The 17th Annual Vincent Lingiari Memorial Lecture was delivered by Dr Pat Andersen AM. Dr Andersen’s lecture, titled “Our Hope for the Future: Voice. Treaty. Truth.” elucidated her knowledge and experience gained during half a century as a social justice advocate for the rights of women and children, particularly in the provision of health and education.

Dr Andersen is Chair of the Lowitja Institute, co-chair of the former Prime Minister’s Referendum Council, a campaigner for advancing the rights of Aboriginal and Torres Strait Islander people in education, health, early childhood development, and violence against women and children, and was the recipient of the 2016 Human Rights Medal.

The annual lecture commemorates the historic walk-off from Wave Hill Station by Indigenous stockmen and their families, which planted the seeds for Aboriginal land rights in Australia.

The annual lecture commemorates the historic walk-off from Wave Hill Station by Indigenous stockmen and their families, which planted the seeds for Aboriginal land rights in Australia.


The PVC-IL attended a range of community and industry functions with the broader Indigenous industry sector, communities, individuals, and public and private sector industries aimed at the promotion and engagement in furthering the aspirations of Aboriginal and Torres Strait Islander peoples.

Whole of Community project

The HEPPP Whole of Community project (HEPPP-WCE), a three-year, $8 million Australian Government-funded initiative, was completed in October.

The project team worked with the communities of Yirrkala, Galiwin’ku, Maningrida, Gunbalanya, Tennant Creek and Yuendumu to build their aspirations, expectations and capacity to participate in education and training discourses including higher education.

English language literacy and numeracy: The HEPPP-WCE team successfully negotiated with the Commonwealth to repurpose unexpended WCE project funds to instigate a Strategic Priority Project in 2017. The project, titled English Language Literacy and Numeracy for Indigenous adults in the Northern Territory, was structured to stimulate conversation and action across the University and more broadly that resulted in a forum being conducted in September 2017.

Several documents, including “Aboriginal Adult English language, literacy and numeracy in the NT – A statistical overview”, were produced and widely circulated and discussed.

National Priority Project: The HEPPP-WCE team also successfully negotiated with the Commonwealth in 2017 a funding agreement to instigate a National Priority Project. The project, NT Indigenous-led higher education policy and program review, is being undertaken with a projected end date of March 2018.

Marionettes will help kids talk about trauma

Health experts are using handmade marionettes and other arts and play therapy tools to discuss child trauma and safety in remote Indigenous communities.

Charles Darwin University health researcher Dr Michelle Moss said she and Larrakia healer Tony Lee were using traditional and western approaches to therapy during the pilot study led by CDU’s School of Health.

She said community leaders in the Northern Territory decided which issues the marionette performances addressed, such as oppression, abuse, intergenerational trauma and personal safety.

“The marionettes are used by elders and other community leaders as vehicles to tell their stories and to keep kids safe,” Dr Moss said.

“It’s all about trust and helping kids to relate to a story. After each performance, Tony and I offer our expertise in therapy and assist with further counselling.”

Mr Lee said the pilot project aimed to assess the benefits of combining traditional and western-based approaches to therapy, and whether the model could be used in other remote Australian communities.

The study is based on the “Turn em around Healing” therapeutic model, which Dr Moss and Mr Lee created to address the unique circumstances of working in Indigenous communities with traumatised children.

CDU health researcher Dr Michelle Moss and Larrakia healer Tony Lee launched the pilot project.
**Grassroots view on bilingual education**

The first detailed history of the innovative Northern Territory Bilingual Education Program, which began in remote schools more than 40 years ago, was launched at Charles Darwin University as part of NAIDOC Week.

The book, titled “History of Bilingual Education in the Northern Territory”, draws together the grassroots perspectives of education professionals and researchers, archival materials and policy analysis.

Dr Brian Devlin, who is a CDU Professorial Fellow and the lead editor, said the book honoured the work of staff in bilingual programs at 29 remote schools.

Since 1973, English and 19 Aboriginal languages have been used at various times as languages of instruction in these schools.

“The book offers valuable insights into the policy settings that have helped and hindered bilingual education and therefore it has implications for minority language rights in Australia and elsewhere,” Dr Devlin said.

Dr Devlin and Nancy Devlin, a Fellow of CDU’s School of Education and a former lecturer, said they were spurred on to tackle this project after two respected NT educators, including a fierce advocate for the bilingual program on Bathurst Island, lost their lives in a car accident in 2012.

The Devlins approached Dr Samantha Disbray, who has researched bilingual education in Aboriginal schools in Central Australia, and the trio collaborated to gather stories and case studies from more than 20 contributors.

**Book reveals key to improving retention**

An improved understanding of the difficulties Indigenous students face in navigating pathways and transitions into Higher Education is the key to improving retention, according to an e-book released in June.

Titled Indigenous Pathways, Transitions and Participation in Higher Education: From Policy to Practice, the book points to building evidence for policy development as a crucial factor in enhancing Indigenous participation, success and retention in Higher Education.

Co-editor, Charles Darwin University Associate Professor James Smith said Australia needed to develop more sophisticated evaluation models to reflect rigorous and nuanced understandings of Indigenous Higher Education trajectories.

Dr Smith said the work, funded by the Australian Government through the Higher Education Participation and Partnerships Program, helped collate a previously scattered evidence base and was aimed at educators and policy-makers.

“We know the experience of Indigenous students can be quite different to non-Indigenous students depending on their backgrounds and motivations to study,” he said.

“It is important that we work towards designing and implementing evidence-based strategies in Australian universities that build on lessons learned from both past and recent Indigenous student successes.”

Dr Smith worked on the project with researchers from the University of Newcastle and the University of Sydney.

Associate Professor James Smith.

Brian and Nancy Devlin: helping to reveal the history of bilingual education.
Dr Rebecca Murray is the Director of the Advanced Manufacturing Alliance based at Casuarina campus where the world’s first 3-D metal printer is at its centre.
The Northern Territory Government and Charles Darwin University have enjoyed a long and prosperous relationship, built on shared situational and cultural influences, histories, experiences and challenges. In particular, there are strong links between the two organisations at an officer level, which has enabled the delivery of robust research and education programs. These programs benefit both parties and the broader Territory community.

The 2017-2024 CDU-NT Government Partnership Agreement was signed at a ceremony with the Chief Minister on 3 November. The Agreement highlights the importance of the University to the Northern Territory and commits both parties to supporting a mutually beneficial relationship, with a focus on capacity building, collaborative research and community engagement activity for the well-being of Northern Territorians.

The NTG approved a Standing Certificate of Exemption from the Public Quotation/Tender process for procurement activity under the Agreement. An Executive Group oversees the new Agreement and is jointly chaired by Vice-Chancellor Professor Simon Maddocks, and Chief Executive of the Department of the Chief Minister Ms Jodie Ryan. Other members from the University include Professor Lawrence Cram, Professor Sue Carthew and Ms Meredith Parry. NTG members include Chief Executive, Department of Business, Trade and Innovation Mr Michael Tennant; Chief Executive, Department of Education Ms Vicki Baylis; Chief Executive, Department of Tourism and Culture Mr Alistair Shields; and Chief Executive, Department of Territory Families Mr Ken Davies.

Priority projects for 2018 are:

- Attracting international students
- Investment in tropical health and research
- Environmental services centre of excellence
- Local delivery of human services
- Revitalising city areas
- Innovation
- Digital futures.

These projects will be reviewed at each quarterly meeting of the Executive Group. An implementation team from the Office of the Vice-Chancellor and the Department of the Chief Minister will be responsible for the delivery of the Agreement under direction from the Executive Group.
Diversifying income
Income was diversified during 2017 by greater effort in pursuing fee-for-service activities domestically and internationally. Senior management encouraged all areas of the University to pursue entrepreneurial opportunities with industry partners to generate business income.

Additionally, the University has acquired two businesses. The first is the International College of Hotel Management (ICHM) in Adelaide, a leading training provider in hospitality management with outstanding industry and alumni connections. ICHM is the only approved school of the renowned Swiss Hotel Association in Australia. CDU’s strategic objective is to leverage the ICHM brand to broaden the scope of products it can offer potential students.

Since the acquisition of the Cairns Language Centre (CLC) in 2016, CDU has collaborated closely with staff in Cairns to strengthen the already strong connection with the Japanese market as the education provider of choice for English study as well as Cairns study tour programs. The University aims to utilise CLC as a feeder for growth in student numbers by incorporating the language study program it offers and establish an English language pathway into CDU.

Empowering managers
People and Capability progressed initiatives designed to enhance the University’s workforce capability to support and promote successful engagement outcomes. The area designed a tiered approach to management and leadership development, and launched a Management Essentials pilot program to enhance mid-tier management capability across the organisation.

CDU embarked on restructuring its Higher Education operations to enrich student engagement and student outcomes. The new six-College structure, which will be implemented in February 2018, was supported by People and Capability to facilitate staff engagement.

Reaching across the NT
The University visited almost 50 schools across the Northern Territory to build tertiary aspirations and engage with school students, their parents and educators. It continued to nurture its long-term relationships with secondary schools by conducting events including Year 10 Discovery Day, ConocoPhillips Science Experience and the Science and Engineering Challenge. These events attracted more than 1,000 students across Years 8 to 12.

In excess of 5,000 people attended the University’s 7th annual Open Day on Casuarina campus. High school students from across the Northern Territory were among the record number of visitors who attended information sessions, demonstrations and interactive displays that showcased Higher Education and VET courses.

Research leads to new hospital in West Timor
Research by Charles Darwin University has helped secure funding for a hospital that is under construction in the remote Boking district of West Timor.

The research led by Research Institute for the Environment and Livelihoods’ Rohan Fisher resulted in the development of innovative planning tools to help build health infrastructure and improve health outcomes in remote communities.

“Easy access to health services is a key factor in assuring the best outcomes, particularly in this very poor region with severe maternal and neonatal health issues,” Mr Fisher said.

“Public health tools for planning service provision are often constrained, particularly in the developing world where access to basic data and analytical skills are limited.”

Working with the local health department in West Timor, Mr Fisher created software tools to help analyse access to services by using free open source geographic information software (GIS) and modelling software.

He said the research developed a unique set of tools to explore the complexity of health service access, promote discussion and ultimately build an understanding of the issues involved in order to produce better planning outcomes.

The tools included an open source GIS travel time tool, which allowed the user to conduct travel time analysis – taking into account terrain – and then create a predictive geosimulation model of land cover speed.

“While other tool sets have been developed to assist travel time analysis, this is the first based on free open source software,” Mr Fisher said.

He said the tools had the potential to be used for a broad range of service issues including education, emergency response and market access.
Art Gallery

The CDU Art Gallery received funding from the NT Government, Department of Tourism and Culture, to host visitors from Milingimbi and Ramingining in Arnhem Land to view part of an important collection of bark paintings from the 1970s that are held in trust at the Museum and Art Gallery of the NT. This was an early but critical engagement stage of an ongoing exhibition and documentation project that the Gallery has undertaken with those two communities. The University also became a signatory to the Milingimbi Makarrata Resolution, which seeks to establish improved access by Yolngu people to cultural heritage items in institutions. The CDU Art Collection includes four items from Milingimbi.

VET engagement

VET continued to engage with government, industry and communities across a range of initiatives.

Educational engagement included:
- Working with the Australian Nursing and Midwifery Accreditation Council to accredit the first online Diploma of Nursing in Australia. The course won the international Blackboard Catalyst Leading Change Award in 2017
- Collaborating with James Cook University (JCU) to create articulation and credit pathways from CDU’s Certificate III in Aquaculture into JCU’s Bachelor of Science (Aquaculture Science and Technology), delivered in Australia and Singapore
- Signing of an agreement with Gumatj Corporation Limited to deliver three 17-week programs for young Yolngu people, with the aim of building the future workforce of East Arnhem Land. This intensive industry training, supported by daily learner support activities at the Gulkula Regional Training Centre, resulted in 10 graduates who are transitioning into traineeships with East Arnhem Land employers
- Delivering the first stage of its new program titled Design and Delivery of Hospitality Training for the Workforce Development Program Timor-Leste, which has been delivered wholly off-shore

Exhibition reveals remote island art

An exhibition exploring the unique artwork of a remote island north of Dili in Timor-Leste opened at the Charles Darwin University Art Gallery in March. The Sculptures of Atauro Island, presented by CDU in partnership with the Timor-Leste State Secretariat of Art and Culture, and Timor Aid, and explored the importance of a unique and isolated sculptural practice.

CDU Art Gallery Curator Joanna Barrkman said that Atauro Island, located across the Wetar Strait, 30km north of Dili in Timor-Leste, was home to a distinctive sculptural tradition that had largely disappeared from much of the eastern islands of South-east Asia.

“Despite the island’s turbulent history and social change, wood-carving skills have continued to flourish on Atauro Island, with contemporary innovations,” Ms Barrkman said.

“The artworks also provide an important economic livelihood, with carvers travelling to Dili to sell their works.”

She said the exhibition was the first of its kind, bringing together more than 70 sculptures from the CDU Art Collection, the National Collection of Timor-Leste in Dili, the National Gallery of Australia in Canberra, the Museum and Art Gallery of the Northern Territory, and the private collections of Maria do Céu Lopes da Silva from Dili, Michael Abbott AO QC from Adelaide and John Graham from Melbourne.
Expanding the School of Community and Children’s Services educational programs in regional and remote areas, with programs in Home and Community Care and Early Childhood. Collaboration with Guluman Child and Family Centre at Ngukurr, for example, has resulted in 11 Certificate III and four Diploma Early Childhood students enrolling.

VET industry engagement included:

- **Metal Trades and Engineering** collaborated with SPEE3D, a local 3D metal printing company, to provide workshop space and trade expertise. This innovation allows the University to participate in applied research and contribute towards an eventual commercial application for the machine.

- **Solar Challenge**: A number of Schools hosted visiting universities taking part in the Solar Challenge race from Darwin to Adelaide. Teams from Holland, South Africa and Colombia took advantage of CDU facilities and hospitality.

- VET Schools also continued to foster long-term collaborations with industry partners, including Shell Prelude, Master Builders Association NT, Paspaley Pearls, ERGT Australia Group and Training NT.

The Katherine Rural Campus Brahman Stud had an outstanding show season, winning major exhibitor awards at the Katherine and Royal Darwin Shows. The show program is part of the VET for Secondary Schools program with Katherine High School and the Katherine community.

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**NT icon gains its own ‘Identifly’ app**

In an Australia first, a new app to help identify some of the Northern Territory’s most spectacular flying insects has gone live based on research by a Charles Darwin University ecologist. Head of the School of Environment Professor Jenny Davis compiled information for a guide to the NT’s dragonflies and damselflies, and trialled the guide as an app people can download.

Professor Davis said Australia was home to more than 300 species of dragonfly, with the tropics providing the ideal conditions for many of them. She said that nearly one-third of all species recorded in Australia were found in Kakadu National Park, so it was an important area for dragonfly conservation.

The “Identify” app was created by Professor Davis’ son James Friend, who enjoyed dragonfly hunting as a child with his mum in Kakadu, and is now based in the United States working in digital media as a user interface engineer.

Professor Davis said that many dragonfly species could be identified by their size and colour, but there was considerable variation within a species, both between males and females, and with age.

“This technology means that people can now capture an image with their smart device and then zoom in to look more closely at colour and wing markings. They can then compare these with the images and descriptions provided on Identify.”

With 53 species added to the guide so far, Professor Davis said the app would be updated as new information came to hand.

The free app is available on iOS and Android devices from the Apple App Store and Google Play Store.

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The slender skimmer. The graphic flutterer (inset).
Technology
The University introduced the Papercut Print Solution, which reduces printer costs and improves management, and facilitates secure and follow me printing. Information Technology Management and Support (ITMS) also developed and released the Enterprise Bargaining communication site. ITMS acquired and rolled out the portfolio management suite for the University to improve visibility and management of strategic and operational outcomes. As well, two-factor authentication was implemented to improve security of CDU systems and the cyber safety of staff.

Building management
Work continued on critical Building Management Systems, which allow the University to manage and control the setting of its major plant and equipment, ensuring they work at the optimal level to provide energy savings and maximise their operational design life.

Branding award
The University received international recognition of its distinctive “new world” branding campaign at the Asia Pacific Stevie Awards in June. It won Gold in the “Innovation in Re-Branding” and Silver in the “Innovation in Brand Development” categories.

Northern heat may explain apprenticeship attrition rate
Northern Australia’s summer months have proven too hot for many “outdoor tradies”, say Charles Darwin University researchers after analysing more than 20 years of apprenticeship data.
University Fellow Dr Don Zoellner said that while it might seem obvious to link extreme heat with apprentice trade attrition rates, multiple reviews into the shortfalls of the training system had never made the connection.
But Dr Zoellner, a VET policy expert based with CDU’s Northern Institute in Alice Springs, said a fresh look at national data suggested that Northern Australia’s climatic conditions were clearly a factor in apprentice non-completion rates, which had remained persistently low for decades.

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“About 58 per cent of the 105,000 trade apprenticeships that have commenced above the Tropic of Capricorn since 1994 have not progressed to completion,” Dr Zoellner said.

“A disproportionate number of these occur in the fourth quarter of the year when Northern Australia experiences its hotter, more humid weather. The pattern is not as evident for southern Australia and does not apply to traineeships that are carried out mostly indoors.”

Dr Zoellner said the findings were significant in the context of the economic development of Northern Australia, which relied heavily upon trade occupations that frequently worked outdoors.

Dr Zoellner described the research in an article published in the International Journal of Training Research, co-authored by sports physiologist Dr Matt Brearley, and human geographer Dr Elspeth Oppermann, both of CDU.

Newspaper editor’s biography ‘long overdue’
A Charles Darwin University historian’s book about a pioneer Darwin newspaper editor was launched in the Top End in March.
Senior Lecturer in history Dr Steven Farram said the colourful story of Charles James Kirkland was characterised by isolation and hardship, but ultimately was a story of courage and human triumph.

“Kirkland arrived in Palmerston (Darwin) in 1878 as a young man of modest means and left some 50 years later as a relatively well-off individual,” Dr Farram said.

“He was a capable businessman who had influence in the civic and political circles of the day, and he was known by everyone in the Top End by the time he left in 1930.”

Dr Farram said that while Kirkland had made good money as a pearler, he was more likely to be remembered for his long career as editor and owner of the Northern Territory Times and Gazette.

Dr Farram said a biography of Kirkland was long overdue.

“This book tells the story of Kirkland but also contains details of many other characters in the Territory’s early history.”

CDU University Fellow Dr Don Zoellner.

Dr Steven Farram’s book about newspaper pioneer Charles Kirkland was launched in 2017.
Dr Jonatan Lassa (left) and Associate Professor Akhilesh Surjan lead research into humanitarian and natural disaster management in the Asia-Pacific region.
A truly international university

The University's success is due to a clear strategic focus on targeted international student recruitment, improving the student experience, developing mutually beneficial international partnerships with appropriate partner universities, and a strong investment in highly qualified and trained staff.

In 2017, CDU welcomed a new Deputy Vice-Chancellor, Global Strategy and Advancement and new Director International to lead the internationalisation activities and operations of the University, and work toward the targets articulated in Connect Discover Grow.

Review of opportunities

The University engaged international education specialist Rob Lawrence, from Prospect Research and Marketing, to undertake a broad review of CDU's international recruitment opportunities and identify priority strategies that will ensure the University reaches its Connect Discover Grow targets. Prospect Marketing engaged broadly with the University community to gain a true sense of the opportunities and challenges.

This research culminated in an internationalisation “think-tank”, including key stakeholders across the University. The report highlighted the need for ongoing innovation in course development, expansion of course offerings at the interstate campuses, a review of pathways to CDU, a diversification of source country markets, and a greater investment in contemporary marketing initiatives.

Aligned with this project was the delivery of an “International Strategy 101” workshop at Casuarina campus in October, which was facilitated by the Hon Phil Honeywood, CEO of the International Education Association Australia. The workshop elicited valuable input from internal stakeholders.

An emerging recommendation from the internationalisation research project was the need for clear and streamlined pathways to degrees for students who do not meet existing entry requirements. An external pathways specialist was engaged to review current pathways activity and recommend ways forward to capitalise on pathway opportunities and enable more international students to study degrees at CDU.
Trip of a lifetime for Bali midwives

More than 25 Indonesian midwives and students visited the Northern Territory, as part of a clinical and cultural exchange program between Charles Darwin University and two midwifery schools on the Indonesian island of Bali.

CDU staff and students raised $8000, through a GoFundMe page, to help cover expenses for the midwives to attend the Australian College of Midwives NT Branch conference “Midwifery in a changing world: Women, Birth and Culture”.

Midwifery senior lecturer Angela Bull said the visitors also experienced tours and training at CDU, Royal Darwin Hospital and local childcare centres during their five-day trip.

“They had access to professional development to enable them to continue to address the complex issues around providing woman-centred care in the face of significant perinatal mortality,” she said.

Ms Bull said enabling qualified and student midwives to explore the similarities and differences between Australian and Indonesian midwifery practices enhanced their clinical skills and critical thinking.

“The way Indonesian midwives embed their culture into their practice is an area we can learn from, and we hope to share our practices of evidence-based and woman-centred care with them,” she said.

Cinthya Riris, an instructor and student placement supervisor at the Polytechnic of Health Denpasar, said while most midwifery in Australia was conducted in hospitals, Bali had a high number of private clinics.

“In Bali, midwives work on a range of things, from women’s health and family planning, to child health care up to five years old, while in Australia midwives are dedicated to pre-natal and peri natal health care,” she said.

CDU Midwifery students have travelled to Bali for study experience at Polytechnic of Health Denpasar and Akademi Kebidanan Kartini Bali.

Enrolment trends

International student enrolments remained stable in 2017 with growth at the Northern Territory campuses offset by a softening in numbers at the Sydney and Melbourne campuses. Changes to government policy settings and student visa assessments impacted recruitment results. The University responded to these external policy changes with strong agent management and training, and robust applicant screening processes.

In total there were 2325 course enrolments from international students in HE courses and a further 294 international course enrolments in VET qualifications during 2017. Continued strong enrolments occurred in Business, Nursing, and Engineering courses with growth in enrolments registered for Information Technology, Education and Social Work. Our international students come from more than 50 countries with greatest representation from India, Nepal, Bangladesh, China, the Philippines, and Vietnam. CDU enhanced its engagement in targeted source countries across Asia, North America and Europe to expand the diversity of the international student cohort. There was an increased commitment to recruiting international students who were already studying onshore at schools and English language colleges.

Student Hub

The University entered into a joint partnership with the Northern Territory Government to deliver a Student Hub in the heart of Darwin city. The Student Hub aims to be a central support point for all students in the greater Darwin region with a specific focus on enhancing international students’ experience of Darwin and better welcoming and settling them into the community.
Global outlook
The University continues to review and enhance its curriculum to provide opportunities for students to gain a truly global outlook. This is particularly evident in the global recognition and accreditation of CDU degrees, which is demonstrated by the prestigious European accreditation, EURACE, for CDU’s Engineering accreditation, and ongoing growth in outbound mobility opportunities for students across the Higher Education and VET sectors. In addition, the University Learning and Teaching Committee and Academic Board welcomed representatives from the Global Strategy and Advancement portfolio to provide support and advice for internationalisation initiatives.

Senior delegations visited China, Indonesia, India, Timor-Leste, the Philippines, North America and Europe to engage with external stakeholders and current and prospective partners to explore and develop opportunities for articulations, double degrees, pathways, short-courses, training programs, exchange and Study Abroad for CDU students.

The Confucius Institute continued to facilitate teaching Mandarin throughout the Darwin community. It also provided the platform to enable discussions with the Confucius Institute university partners, Anhui Normal University and Hainan University, regarding the joint teaching of degrees by CDU and either Hainan or Anhui Normal University.

Honouring 6th President of Indonesia
The Council of Charles Darwin University honoured a courageous leader for his outstanding service to Indonesia, to democracy and to developing harmonious relations with Australia, particularly with Northern Australia.

The 6th President of the Republic of Indonesia, Professor Dr Susilo Bambang Yudhoyono AC, received a Doctor of Economics honoris causa during a special ceremony led by the Chancellor of CDU, Mr Neil Balnaves AO.

Dr Yudhoyono was President of Indonesia from 2004 to 2014 during which time he oversaw the acceleration of the country’s economic growth while addressing corruption and terrorism, and strengthening human rights.

Mr Balnaves presented the honorary degree on behalf of the Council of the university and before a gathering in October of CDU senior executives, academics, government and business leaders, and representatives of the Indonesian community.

The Vice-Chancellor, Professor Simon Maddocks, read the citation outlining Dr Yudhoyono’s challenges and accomplishments, particularly during his two terms as President.

“He faced many challenges including the aftermath of the greatest natural disaster to befall Indonesia in more than a century, when the Boxing Day tsunami struck in 2004 killing more than 130,000 people,” Professor Maddocks said.

Despite that disaster and the 2008 global financial crisis, Dr Yudhoyono achieved significant improvements to Indonesia’s economy and he was returned to office for a second term in 2009.

“During his two terms as President, his government’s policies resulted in Indonesia experiencing high economic growth, second only to China, an almost 400 per cent increase in annual income and a 17 per cent decline in poverty,” Professor Maddocks said.
**Mobility activities**

The University secured more than $500,000 to support mobility activities:

- **$195,000 Endeavour Mobility Grants for up to 65 students to undertake short-term studies in Asia, Europe, North and South America, and the South Pacific**
- **$231,000 New Colombo Plan (NCP) grant for up to 75 students to undertake short-term studies in Indonesia, China, Malaysia, Cambodia, the Philippines and Timor-Leste. A successful semester-long application will enable two CDU students to study for a semester on exchange in Taiwan**
- **$125,400 awarded by NCP to continue the support of three multi-year programs that were awarded in 2016. Up to 38 students will undertake studies in India and Indonesia**
- **$67,500 Endeavour Scholarships and Fellowships to support two academic staff who won grants to undertake study in Indonesia and China, while a third grant recipient in the Endeavour Research Fellow category will be welcomed to study at CDU.**

**Export awards**

The University won the Chief Minister’s Northern Territory Export and Industry Awards for the education category. International students Amy Zhang and Navjot Kaur won the 2017 International Student of the Year and 2017 Study NT Business Student of the Year awards, respectively, at the Chief Minister’s Northern Territory Export and Industry Awards.

**International relationships**

For the first time staff attended all three major international education conferences in Europe, North America and Asia, which enabled targeted discussions to be undertaken with new and existing partner universities, to build relationships and secure opportunities for two-way mobility programs. This resulted in new mobility partnerships in Germany, Spain, UK, Japan, Korea and the USA, providing greater opportunities for CDU to send students on short-term and semester-long exchange programs and welcome students from a greater diversity of countries to study with CDU.

**ESOS audit**

The five yearly Education Services for Overseas Students (ESOS) Audit required significant resources from the International Office and other University colleagues as information and data was collected for review by the external audit panel. The audit delivered recommendations for best practice across a range of areas within the University. Since then a detailed ESOS Audit Implementation Action Plan has been prepared, identifying timeframes and implementation actions for each recommendation.

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**Regional trade at risk from environmental change**

A Charles Darwin University expert in emergency and disaster management told an international conference in April that lawmakers needed to look seriously at potential climate and disaster impacts on ports and seaport cities in South-east Asia. While extensive losses and damage from climatic and natural hazards can be seen anecdotally in the region, existing scientific studies on these issues are limited.

Speaking to delegates at the International TWIN-SEA Workshop 2017, held on Bali, Dr Jonatan Lassa said scientific forecasts of rising sea levels and catastrophic environmental events were potentially disastrous for South-east Asian nations that wanted to invest heavily in maritime infrastructure.

“A powerful example of how coastal infrastructure especially ports, which are vital links in the global trade chain, can be affected by natural events occurred in Aceh, Sumatra, after the 2004 earthquake and tsunami,” Dr Lassa said.

Dr Lassa said the TWIN-SEA’S conference emphasis on climate and societal change in coastal areas of Indonesia and South-east Asia was pertinent to a number of current research efforts undertaken by CDU and its partner institutions throughout the region.

“The focus of my recent research is the strategic disruption caused by weather events and flooding to sea ports in Indonesia and how to factor risk assessment into Indonesian maritime development proposals,” Dr Lassa said.

“If a port is closed because of an environmental hazard event, it can have a dramatic economic knock-on effect throughout the whole manufacturing and supply chain that can be very difficult to recover from.”

He said that Cyclone Debbie in North Queensland was an example in Australia of how coastal infrastructures could be threatened by severe weather events.
Alien invasion research to protect Galápagos Islands

An international research team has identified the pathways that more than 1,500 alien species have taken to the Galápagos Islands, which will help to protect the UNESCO World Heritage-listed area from future threats.

The study, led by Charles Darwin University PhD candidate Veronica Toral-Granda in partnership with the Galápagos National Park Directorate, Galápagos Biosecurity Agency, Tourism Monitoring System and the Charles Darwin Foundation, investigated the diverse pathways taken by the invasive plant and animal species.

“Alien species are one of the biggest threats to natural ecosystems worldwide and are of particular concern for oceanic archipelagos such as Galápagos,” Veronica said.

“So far, 1,579 alien terrestrial and marine species have been introduced to Galápagos by humans, of which, about half were intentional.”

She said that most of the unintentional introductions, such as insects, had arrived on plants and plant-associated material, followed by transport vehicles, and commodities – particularly fruit and vegetables.

“The number, frequency and geographic origin of pathways for the arrival and dispersal of alien species to and within Galápagos have increased over time, tracking closely with the increase in human population (residents and tourists) on the islands.”

Veronica said that despite Ecuadorian Government efforts to implement biosecurity protocols, more needed to be done to manage the invasion pathways so that the site’s biodiversity values were retained.

“Species such as the introduced parasitic fly Philornis downsi are causing close to 100 per cent mortality rates of nestlings of some of the iconic Darwin finch species,” she said.

The research, titled “Alien species pathways to the Galápagos Islands, Ecuador” is supported by an Australian Research Training Program scholarship and the Galápagos Conservancy, was published in PLOS ONE.

The invasion of alien species began between 1685 and 1850 with the introduction of goats and rats by whalers and buccaneers, and although goats were eradicated on some islands by a government control program, Veronica said significant threats remained.

“Intentional introductions of alien species should decline if biosecurity is strengthened, but there is a danger that unintentional introductions will increase further as tourism on Galápagos expands.”
Research Institute for the Environment and Livelihoods researcher Rohan Fisher is a world leader in the development and application of Projection Augmented Tangible Landscapes.
The year was marked by a re-invigoration of the Institute of Advanced Studies (IAS), a flagship strategy of the University’s strategic plan, Connect Discover Grow. The IAS encourages multi/cross-disciplinary research within the University, provides leadership and professional development for researchers, research students and other CDU innovators, and grows CDU’s revenue.

Key IAS activities included:

**IAS Student Researchers Conference:** The inaugural two-day conference involved more than 60 students providing high-quality presentations to showcase CDU’s research excellence and depth of engagement. The conference attracted a high number of attendees from across CDU and the broader community, and was well received.

**CDU Innov8,** an IAS initiative supported by the Office of Research and Innovation (ORI), highlighted the University’s research capability and innovation during October Business month. Eight innovators spoke for eight minutes about their new research projects. Business and industry leaders had an opportunity to expand their expert network by meeting researchers with expertise in chemistry, science, big data, social sciences, VET, trades, engineering, health, and environment.

**Menzies School of Health Research**

Menzies launched a new strategic plan, Menzies 2021. The Australian Government announced a $53 million initiative to facilitate new research into better treatments, prevention and care for Australian patients facing mental health challenges and highlighted 10 of the best research projects underway across the country. One of the identified projects was with Associate Professor Gurmeet Singh, from Menzies, as Chief Investigator, who will receive $3.1 million for research on the physical and emotional health of Indigenous Australians.
NT biodiversity research attracts major grant

Charles Darwin University researchers were awarded $692,830 as part of the Australian Research Council (ARC) Future Fellowships scheme announced by Education and Training Minister Simon Birmingham.

The project, to be led by Research Institute for the Environment and Livelihoods’ senior research fellow Dr Brett Murphy, will investigate the impacts of climate change on biodiversity in the Northern Territory savanna and how best to mitigate these impacts.

Dr Murphy and his team would use a range of modelling approaches to combine on-ground data from flora and fauna surveys with satellite imagery.

“Around the world, including in Northern Australia, there has been a long-term trend of habitat change with trees invading open grassy vegetation, impacting a range of plant and animal species,” Dr Murphy said.

“This trend is believed to be driven by a combination of elevated CO2, climate change and management actions including cattle grazing and fire suppression, but we don’t know the potential impacts on biodiversity.”

Dr Murphy said key benefits of the research would be an improved understanding of trade-offs between alternative land uses in the savannas, including biodiversity conservation, fire management for carbon credits, and cattle grazing.

“It is vital that with increasing pressure to develop Northern Australia we understand the potential impacts on the Territory’s unique biodiversity,” he said. “This research will allow land managers using the savannas to maximise economic opportunities while maintaining biodiversity conservation.”

The funding was provided through the Australian Government as part of the outcomes under the ARC Future Fellowships scheme.

Industry and public sector engagement

In keeping with the priorities of Connect Discover Grow, CDU research has a renewed focus on industry and public-sector engagement, including:

Darwin Innovation Hub (DIH):
The University became a key partner to the DIH, providing a number of direct benefits to the University. Staff and students can present their ideas to the DIH to explore opportunities to translate their intellectual property into commercial endeavours; DIH provides intern opportunities for the MBA program; and DIH will strengthen the reputation of partners such as CDU, therefore supporting the University’s growth and profile.

The Advanced Manufacturing Alliance was launched in October with the world’s first demonstration of the SPEE3D’s high speed metal 3D printing technology on Casuarina campus. SPEE3D is co-located at CDU to facilitate joint research and training outcomes.

The ethos that CDU is “open for business” is starting to make headway:

› Researchers based in Alice Springs worked with the local community to develop Smart Ways to Reduce Waste in a project valued at over $250,000 from the Smart Cities and Towns program

› Researchers are taking an important role in strengthening the University’s relationship with the Northern Territory Government after the re-signing of the CDU-NTG Partnership Agreement in November.
Grants
The University achieved excellent NHMRC and ARC grant results during 2017 with NHMRC grants totalling $14.4 million and ARC grants of $1.8 million. Highlights included:

- The NHMRC Northern Australia Tropical Disease Collaborative Research Programme “HOT NORTH”, led by Menzies and worth $6 million over four years, brings together medical, biological, sociological, environmental and health service research expertise across tropical Australia and regional neighbours to do research under five key themes: skin health; respiratory health; antimicrobial resistance; chronic disease, and vector-borne and emerging diseases.

- CDU researchers were awarded a range of ARC funding including:
  - a Future Fellowship worth $692,830, to be led by Research Institute for the Environment and Livelihoods’ (RIEL) Dr Brett Murphy and colleagues, to investigate the impacts and mitigation of climate change on biodiversity in Northern Territory
  - a Linkage Project worth $380,000, to be led by RIEL’s Dr Hamish Campbell, to investigate how fire affects the environment for granivorous finches in tropical savannas with a view to informing fire management practices
  - a Discovery Indigenous Project worth $600,000, to be led by Dr Gail Garvey, to improve quality of life for Indigenous cancer patients and their caregivers.

Other notable achievements include:

- Dr Kerstin Zander was the first NT scholar to receive the Alexander von Humboldt Foundation Fellowship to conduct research in Germany in 2018/2019
- Three research and development projects in renewable energy valued at $1.1 million were awarded by the Minister for Environment and Natural Resources, Lauren Moss:
  - $466,380 for Cost-Effective Maintenance of Remote Hybrid Mini-Grid Systems
  - $231,316 for modelling future solar energy production from households and businesses in the Greater Darwin Area
  - $413,197 for Bioenergy for PV Hybrid Electricity Generation.
- Breaking the Mould: Making Australian Advanced Manufacturing Portable – Cooperative Research Centres Projects $4,013,700 (total project value) combined with support from NTG of $400,000 to bring the world’s first LightSPEE3D 3D metal printer to CDU.

Heat links to premature birth
The projected rise in Central Australia’s future temperature may pose an increased health risk to women in the late stages of pregnancy, a CDU researcher has warned.

In a paper published in the International Journal of Environmental Research and Public Health, lead author Dr Supriya Mathew said researchers had identified a statistically important link between premature births and extreme heat.

“Of the (almost) 17,000 single natural births at Alice Springs Hospital between 1986 and 2013, about nine per cent (1,401) were premature,” Dr Mathew said.

On average Alice Springs experienced about 94 days each year where the temperature reached 35C or more.

“CSIRO modelling tells us that the number of days where the temperature will be more than 40C is likely to double by 2030, and likely to triple by 2090 even in an intermediate greenhouse gas emission scenario.”

Dr Mathew said there were personal, familial, social and economic costs associated with premature birth.

Dr Supriya Mathew.
IAS Rainmaker
This innovative scheme is designed to drive growth in revenue from research and innovation. IAS Rainmaker consists of four schemes that provide support to secure funding opportunities as they progress from identification stage to submission. IAS Rainmaker consists of start-up grants to support initial preparation; proof-of-concept grants to support demonstration projects, pilot studies etc.; advanced application support for high value submissions; and, leverage funding to satisfy the requirement for CDU cash contributions by some funders.

The modest eligibility-based start-up projects as well as larger-scale proof-of-concept support were received with great interest. More than $195,000 in start-up funds were awarded to 29 project applications with a total of 78 researchers involved. In addition, a committee of researchers from across CDU, led by the Deputy Vice-Chancellor, Research and Research Training, and Director of Research, assessed the proof-of-concept applications, which led to a total of $95,000 being awarded to eight projects.

ORI has designed a robust monitoring system to assess return on investment that links the Research Information System (RIS) to successful applications for external funding to any IAS Rainmaker investment. The RIS provides a platform to more effectively advance the profile and strategic objectives of a research-intensive university.

Report unpacks employment bias against mental illness
Researchers have explored ways to reduce employment discrimination against people with a mental illness. Charles Darwin University psychologist Associate Professor Simon Moss said people with mental illnesses often were overlooked for employment because employers underestimated their talents, although mental illness could actually increase the likelihood of employees doing their job well.

He presented the findings with CDU Associate Professor of Economics Ram Vemuri and La Trobe University academics in a report published in the international journal, Equality, Diversity and Inclusion.

“If you employ someone with a mental illness, there might be an initial period of adjustment in the short-term but these are outweighed by the long-term benefits,” he said.

“For example, employees diagnosed with autism are often comfortable with doing repetitive tasks while employees with bipolar disorder or ADHD are often highly creative.”

Dr Moss said workplaces could benefit from becoming diverse and inclusive environments that valued the unique strengths of all employees.

He said initiatives that could counter employment discrimination included adopting a unique vision for a company and encouraging recruiters to focus on job applicants’ skills rather than mental illness traits.

“Everyone has strengths and weaknesses in the workplace and people with mental illnesses deserve no different treatment,” Dr Moss said.

“Mental health is a major cost to society that could greatly decrease through employment, and employment will certainly diminish the impact of mental illness on an individual.”
Developing world-class research
To further the growth strategy of Connect Discover Grow, CDU is developing world-class research and emerging research areas critical to the sustainable and prosperous development of Northern Australia and the wider region. It is a distinctive, region-focused, strengths-based plan that builds on the University’s commitment to Indigenous leadership.

The aim is to continue strengthening CDU’s research performance, as well as the impact that its research has on the local, national and international communities. As part of these efforts, CDU introduced the prestigious Outstanding Professor positions, which brings unprecedented possibilities to expand the team of research leaders, concentrated in our research institutes, increasing the excellence and benefit of CDU’s research. In 2017 CDU appointed two illustrious candidates to these positions: Professor Liaquat Hossain – Information Technology, and Professor Steven Bird – Indigenous Social Research.

Budding scientists help inform global species list
Charles Darwin University students have helped experts to assess the conservation status of some unique Amazon species thought to be under threat.

CDU researcher Dr Carla Eisemberg said the environmental science students would help her to update the assessment of 16 South American turtle and tortoise species in the IUCN Red List of Threatened Species.

Dr Eisemberg said the students translated non-English research papers to uncover the information about the various reptiles.

“The status of many of these species have not been updated since 2010,” she said.

“When a species’ status is not updated there is a risk that wrong decisions could be made in regards to its management and protection.”

Student Ella Mason said her research on the yellow-footed tortoise had led her to translate and summarise papers written in Spanish, Portuguese and French.

“Being involved in this project is a huge privilege in my eyes,” Ella said.

“You’re helping experts to decide whether or not the status of a species needs to be changed to encourage conservation efforts to be put into place.”

Environmental science student Ella Mason has discovered more about the yellow-footed tortoise.
Top landscape ecologist joins CDU

An internationally recognised landscape ecologist was appointed as an Associate Professor of Remote Sensing at Charles Darwin University’s Research Institute for the Environment and Livelihoods.

Dr Shaun Levick brings an important combination of landscape ecology and remote sensing expertise – especially with the environmental application of emerging LiDAR (light detection and ranging) techniques – in the dynamics of tropical, sub-tropical and semi-arid ecosystems.

The Head of the School of Environment Professor Jenny Davis said the appointment was jointly funded by CDU and CSIRO.

“This is the first faculty appointment arising from our strategic partnership with CSIRO, demonstrating our commitment to work together on the science needed to underpin the sustainable land management in Northern Australia,” Professor Davis said.

“Dr Levick’s expertise boosts our capability to map and model ecosystems in three-dimensions, thereby allowing us to more accurately measure the structure and biomass of vegetation, and understand how ecosystems change over time in response to different disturbances.

“This is an exciting example of an innovative opportunity that will contribute to the scientific knowledge necessary to unlock the developmental potential of the north.”

CSIRO’s Land and Water Research Director Dr Ian Cresswell said Dr Levick’s experience would be highly beneficial to Northern Australia.

“The challenge of sustainably developing Northern Australia with competing land uses across sectors and a challenging and changing climate are significant, and Shaun brings a wealth of knowledge and skills to inform sound decision-making,” Dr Cresswell said.

Dr Levick gained his PhD in Ecology from the University of the Witwatersrand, South Africa, in 2008 and was a post-doctoral fellow at Stanford University (USA) before joining GNS Science in Lower Hutt (NZ) as a remote sensing scientist. He was a group leader at the Max Planck Institute for Biogeochemistry in Germany for five years before joining CDU/CSIRO.

In his new role with CDU and CSIRO, he will maintain an association with Max Planck, one of the world’s leading research institutes in global ecosystem science.
Research outputs 2012–2017

1. From 2015, publications figures are provisional HERDC-equivalent point estimates at March of the following year.

HERDC Research income 2012–2017

1. 2014, 2016 HERDC research income figures, particularly in Category 2, included adjustments for income not reported in the previous year.
2. 2017 HERDC research income figures are pre-audit figures and may vary slightly prior to submission.
Financial performance, position and direction.
Summary of financial information

Financial Performance
The University’s net result from continuing operations was $14.3 million in deficit in 2017. This reflects a reduced level of deficit compared to last year ($22 million) as a direct result of the tightening of the expenditure budget in response to lower revenue.

Revenue in 2017 decreased by $16 million, or 5% on previous year due, primarily, to lower international and domestic student revenue. The expenditure level was reduced by $20 million: a large portion of this ($11 million) is in depreciation and asset write-down, a further $9 million was a reduction in operating expenses.

The University continues to take steps towards improving its budget position through operating efficiencies and savings targets across the organisation.

Financial Position
The University’s net assets at the end of 2017 largely remained unchanged from the previous year. Material movements in assets were lower cash balances due to a cash deficit from operations and investment in property, plant and equipment of $7 million during the year. Movements in liabilities that were material were reduction in trade and other payables from lower spending ($2.7 million). Other liabilities increased by $3.4 million, relating to income received in advance.

Future Direction
The University is committed to transforming the way in which it operates under tough economic conditions in order to ensure long-term sustainability. In the coming year, the university will focus not only on curbing its expenditure, but at the same time invest in growing its international student cohort, and improving student retention.
CHARLES DARWIN AND ITS CONTROLLED ENTITIES

Income statement
For the year ended 31 December 2017

<table>
<thead>
<tr>
<th>Income from continuing operations</th>
<th>Consolidated</th>
<th>Parent Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note</td>
<td>2017 $'000</td>
<td>2016 $'000</td>
</tr>
<tr>
<td>Australian Government financial assistance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian Government grants</td>
<td>3 102,609</td>
<td>105,602</td>
</tr>
<tr>
<td>HELP - Australian Government payments</td>
<td>3 24,631</td>
<td>27,745</td>
</tr>
<tr>
<td>NT Government financial assistance</td>
<td>4 65,461</td>
<td>71,887</td>
</tr>
<tr>
<td>HECS - HELP student payments</td>
<td>4 5,187</td>
<td>5,384</td>
</tr>
<tr>
<td>Fees and charges</td>
<td>5 55,941</td>
<td>52,354</td>
</tr>
<tr>
<td>Investment revenue</td>
<td>6 3,031</td>
<td>3,136</td>
</tr>
<tr>
<td>Consultancy and contracts</td>
<td>7 24,979</td>
<td>25,632</td>
</tr>
<tr>
<td>Other revenue</td>
<td>8 19,937</td>
<td>24,122</td>
</tr>
<tr>
<td>Gains on disposal of assets</td>
<td>30 334</td>
<td>-</td>
</tr>
<tr>
<td>Share of profit or loss on investments accounted for using the equity method</td>
<td>23 558</td>
<td>27</td>
</tr>
<tr>
<td>Total income from continuing operations</td>
<td>302,668</td>
<td>315,889</td>
</tr>
<tr>
<td>Expenses from continuing operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee-related expenses</td>
<td>9 192,971</td>
<td>186,195</td>
</tr>
<tr>
<td>Depreciation and amortisation</td>
<td>10 18,669</td>
<td>24,714</td>
</tr>
<tr>
<td>Repairs and maintenance</td>
<td>11 8,704</td>
<td>9,567</td>
</tr>
<tr>
<td>Impairment of assets</td>
<td>12 547</td>
<td>827</td>
</tr>
<tr>
<td>Losses on disposal of assets</td>
<td>30 -</td>
<td>3,977</td>
</tr>
<tr>
<td>Other expenses</td>
<td>13 100,856</td>
<td>104,711</td>
</tr>
<tr>
<td>Total expenses from continuing operations</td>
<td>321,748</td>
<td>329,991</td>
</tr>
<tr>
<td>Net result before income tax</td>
<td>(19,080)</td>
<td>(14,102)</td>
</tr>
<tr>
<td>Income tax expense</td>
<td>14 (447)</td>
<td>(12)</td>
</tr>
<tr>
<td>Net result after income tax for the period</td>
<td>(19,527)</td>
<td>(14,114)</td>
</tr>
<tr>
<td>Discontinued operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loss on disposal of the discontinued operation</td>
<td>39 -</td>
<td>(3,183)</td>
</tr>
<tr>
<td>Net result</td>
<td>(19,527)</td>
<td>(17,297)</td>
</tr>
<tr>
<td>Net result from continuing operations</td>
<td>(19,527)</td>
<td>(17,297)</td>
</tr>
</tbody>
</table>

The above Income Statement should be read in conjunction with the 2017 Financial Statements.
## Statement of comprehensive income

For the year ended 31 December 2017

<table>
<thead>
<tr>
<th>Note</th>
<th>Consolidated 2017 $'000</th>
<th>2016 $'000</th>
<th>Parent Entity 2017 $'000</th>
<th>2016 $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2017</td>
<td></td>
<td>2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$'000</td>
<td>$'000</td>
<td>$'000</td>
</tr>
<tr>
<td>Net result after income tax for the period</td>
<td>(19,527)</td>
<td>(17,297)</td>
<td>(14,283)</td>
<td>(21,917)</td>
</tr>
<tr>
<td>Items that may be reclassified to profit or loss</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gain/(loss) on value of available for sale financial assets, net of tax</td>
<td>31(a)</td>
<td>(13)</td>
<td>(3)</td>
<td>-</td>
</tr>
<tr>
<td>Items that will not be reclassified to profit or loss</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gain/(loss) on value of available for sale financial assets, net of tax</td>
<td>31(a)</td>
<td>15,830</td>
<td>-</td>
<td>15,830</td>
</tr>
<tr>
<td>Gain/(loss) on revaluation on land and buildings, net of tax</td>
<td>31(a)</td>
<td>(170)</td>
<td>(3,394)</td>
<td>(136)</td>
</tr>
<tr>
<td>Total other comprehensive income</td>
<td></td>
<td>15,647</td>
<td>(3,397)</td>
<td>15,694</td>
</tr>
<tr>
<td>Total comprehensive income</td>
<td>(3,880)</td>
<td>(20,694)</td>
<td>1,411</td>
<td>(25,311)</td>
</tr>
<tr>
<td>Total comprehensive income from continuing operations</td>
<td>(3,880)</td>
<td>(20,694)</td>
<td>1,411</td>
<td>(25,311)</td>
</tr>
</tbody>
</table>

The above Statement of Comprehensive Income should be read in conjunction the 2017 Financial Statements.
## Statement of financial position

For the year ended 31 December 2017

<table>
<thead>
<tr>
<th>Note</th>
<th>Consolidated</th>
<th>Parent Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>15</td>
<td>92,615</td>
</tr>
<tr>
<td>Receivables</td>
<td>16</td>
<td>12,984</td>
</tr>
<tr>
<td>Inventories</td>
<td>17</td>
<td>946</td>
</tr>
<tr>
<td>Other financial assets</td>
<td>20</td>
<td>1,330</td>
</tr>
<tr>
<td>Non-current assets classified as held for sale</td>
<td>21</td>
<td>11,093</td>
</tr>
<tr>
<td>Other non-financial assets</td>
<td>22</td>
<td>7,388</td>
</tr>
<tr>
<td><strong>Total current assets</strong></td>
<td></td>
<td>126,356</td>
</tr>
<tr>
<td>Non-current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological assets</td>
<td>18</td>
<td>1,058</td>
</tr>
<tr>
<td>Investment property</td>
<td>19</td>
<td>310</td>
</tr>
<tr>
<td>Investments accounted for using the equity method</td>
<td>23</td>
<td>1,161</td>
</tr>
<tr>
<td>Other financial assets</td>
<td>20</td>
<td>16,128</td>
</tr>
<tr>
<td>Deferred tax asset</td>
<td>14</td>
<td>-</td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>24</td>
<td>469,545</td>
</tr>
<tr>
<td>Intangible assets</td>
<td>25</td>
<td>29,486</td>
</tr>
<tr>
<td><strong>Total non-current assets</strong></td>
<td></td>
<td>517,688</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td></td>
<td>644,044</td>
</tr>
</tbody>
</table>

| **LIABILITIES** |       |       |       |       |
| Current liabilities |       |       |       |       |
| Trade and other payables | 26 | 8,495 | 10,260 | 6,842 | 9,557 |
| Current tax liability | 14 | - | 8 | - | - |
| Borrowings | 27 | 2,000 | 2,000 | 2,000 | 2,000 |
| Provisions | 28 | 26,425 | 24,487 | 21,671 | 20,698 |
| Other liabilities | 29 | 14,224 | 12,214 | 44,618 | 41,203 |
| **Total current liabilities** |       | 51,144 | 48,969 | 75,131 | 73,458 |
| Non-current liabilities |       |       |       |       |
| Provisions | 28 | 6,245 | 6,201 | 5,745 | 5,721 |
| **Total non-current liabilities** |       | 6,245 | 6,201 | 5,745 | 5,721 |
| **Total liabilities** |       | 57,389 | 55,170 | 80,876 | 79,179 |
| **Net assets** |       | 586,655 | 590,367 | 522,070 | 520,535 |

| **Equity** |       |       |       |       |
| Reserves | 31(a) | 242,459 | 233,808 | 234,634 | 226,802 |
| Restricted funds | 31(b) | 21,483 | 27,609 | 21,483 | 27,608 |
| Retained earnings | 31(c) | 322,713 | 328,950 | 265,953 | 266,125 |
| **Total equity** |       | 586,655 | 590,367 | 522,070 | 520,535 |

*The above Statement of Financial Position should be read in conjunction with the 2017 Financial Statements.*
Statement of changes in equity
For the year ended 31 December 2017

<table>
<thead>
<tr>
<th></th>
<th>Restricted Funds $’000</th>
<th>Reserves $’000</th>
<th>Retained Earnings $’000</th>
<th>Total $’000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consolidated</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance at 1 January 2016</td>
<td>28,968</td>
<td>244,970</td>
<td>337,124</td>
<td>611,061</td>
</tr>
<tr>
<td>Net result</td>
<td>-</td>
<td>-</td>
<td>(17,297)</td>
<td>(17,297)</td>
</tr>
<tr>
<td>Other comprehensive income</td>
<td>-</td>
<td>(3,397)</td>
<td>-</td>
<td>(3,397)</td>
</tr>
<tr>
<td><strong>Total comprehensive income</strong></td>
<td>-</td>
<td>(3,397)</td>
<td>(17,297)</td>
<td>(20,694)</td>
</tr>
<tr>
<td>Transfers (to)/from restricted reserves</td>
<td>(1,359)</td>
<td>-</td>
<td>1,359</td>
<td>-</td>
</tr>
<tr>
<td>Transfers (to)/from revaluation reserves</td>
<td>-</td>
<td>(7,764)</td>
<td>6,744</td>
<td>(1,020)</td>
</tr>
<tr>
<td>Transfers from retained earnings</td>
<td>-</td>
<td>-</td>
<td>1,020</td>
<td>1,020</td>
</tr>
<tr>
<td>Balance at 31 December 2016</td>
<td>27,609</td>
<td>233,808</td>
<td>328,950</td>
<td>590,367</td>
</tr>
<tr>
<td>Balance at 1 January 2017</td>
<td>27,609</td>
<td>233,808</td>
<td>328,950</td>
<td>590,366</td>
</tr>
<tr>
<td>Net result</td>
<td>-</td>
<td>-</td>
<td>(19,527)</td>
<td>(19,527)</td>
</tr>
<tr>
<td>Other comprehensive income</td>
<td>-</td>
<td>15,647</td>
<td>-</td>
<td>15,647</td>
</tr>
<tr>
<td><strong>Total comprehensive income</strong></td>
<td>-</td>
<td>15,647</td>
<td>(19,527)</td>
<td>(3,880)</td>
</tr>
<tr>
<td>Transfers (to)/from restricted reserves</td>
<td>(6,126)</td>
<td>-</td>
<td>6,126</td>
<td>-</td>
</tr>
<tr>
<td>Transfers (to)/from revaluation reserves</td>
<td>-</td>
<td>(6,997)</td>
<td>7,165</td>
<td>168</td>
</tr>
<tr>
<td>Balance at 31 December 2017</td>
<td>21,483</td>
<td>242,459</td>
<td>322,713</td>
<td>586,655</td>
</tr>
<tr>
<td><strong>Parent</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance at 1 January 2016</td>
<td>28,968</td>
<td>238,708</td>
<td>278,170</td>
<td>545,846</td>
</tr>
<tr>
<td>Net result</td>
<td>-</td>
<td>-</td>
<td>(21,917)</td>
<td>(21,917)</td>
</tr>
<tr>
<td>Other comprehensive income</td>
<td>-</td>
<td>(3,394)</td>
<td>-</td>
<td>(3,394)</td>
</tr>
<tr>
<td><strong>Total comprehensive income</strong></td>
<td>-</td>
<td>(3,394)</td>
<td>(21,917)</td>
<td>(25,311)</td>
</tr>
<tr>
<td>Transfers (to)/from restricted reserves</td>
<td>(1,360)</td>
<td>-</td>
<td>1,360</td>
<td>-</td>
</tr>
<tr>
<td>Transfers (to)/from revaluation reserves</td>
<td>-</td>
<td>(8,512)</td>
<td>7,492</td>
<td>(1,020)</td>
</tr>
<tr>
<td>Transfers from retained earnings</td>
<td>-</td>
<td>-</td>
<td>1,020</td>
<td>1,020</td>
</tr>
<tr>
<td>Balance at 31 December 2016</td>
<td>27,608</td>
<td>226,802</td>
<td>266,125</td>
<td>520,535</td>
</tr>
<tr>
<td>Balance at 1 January 2017</td>
<td>27,608</td>
<td>226,802</td>
<td>266,125</td>
<td>520,535</td>
</tr>
<tr>
<td>Net result</td>
<td>-</td>
<td>-</td>
<td>(14,283)</td>
<td>(14,283)</td>
</tr>
<tr>
<td>Other comprehensive income</td>
<td>-</td>
<td>15,694</td>
<td>-</td>
<td>15,694</td>
</tr>
<tr>
<td><strong>Total comprehensive income</strong></td>
<td>-</td>
<td>15,694</td>
<td>(14,283)</td>
<td>1,411</td>
</tr>
<tr>
<td>Transfers (to)/from restricted reserves</td>
<td>(6,125)</td>
<td>-</td>
<td>6,125</td>
<td>-</td>
</tr>
<tr>
<td>Transfers (to)/from revaluation reserves</td>
<td>-</td>
<td>(7,862)</td>
<td>7,986</td>
<td>124</td>
</tr>
<tr>
<td>Balance at 31 December 2017</td>
<td>21,483</td>
<td>234,634</td>
<td>265,953</td>
<td>522,070</td>
</tr>
</tbody>
</table>

The above Statement of Changes in Equity should be read in conjunction with the 2017 Financial Statements.
## Statement of cash flows
For the year ended 31 December 2017

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$'000</td>
<td>$'000</td>
<td>$'000</td>
<td>$'000</td>
</tr>
<tr>
<td>Cash flows from operating activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian Government Grants (3(h))</td>
<td>124,501</td>
<td>134,010</td>
<td>111,093</td>
<td>117,916</td>
</tr>
<tr>
<td>OS-HELP (net) (3(h))</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Superannuation Supplementation (3(h))</td>
<td>2</td>
<td>11</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>State Government Grants</td>
<td>65,461</td>
<td>71,887</td>
<td>60,299</td>
<td>62,100</td>
</tr>
<tr>
<td>HECS-HELP student payments</td>
<td>101,144</td>
<td>86,084</td>
<td>78,015</td>
<td>77,810</td>
</tr>
<tr>
<td>Interest received</td>
<td>2,542</td>
<td>3,409</td>
<td>1,651</td>
<td>2,471</td>
</tr>
<tr>
<td>Dividend received</td>
<td>25</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Proceeds from sale of biological assets</td>
<td>119</td>
<td>-</td>
<td>119</td>
<td>-</td>
</tr>
<tr>
<td>Payments to suppliers and employees</td>
<td>(305,074)</td>
<td>(289,780)</td>
<td>(260,648)</td>
<td>(259,712)</td>
</tr>
<tr>
<td>Net cash provided by operating activities</td>
<td>42</td>
<td>(6,072)</td>
<td>11,024</td>
<td>(4,261)</td>
</tr>
</tbody>
</table>

Cash flows from investing activities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$'000</td>
<td>$'000</td>
<td>$'000</td>
<td>$'000</td>
</tr>
<tr>
<td>Proceeds from sale of property, plant and equipment</td>
<td>459</td>
<td>1,170</td>
<td>459</td>
<td>1,162</td>
</tr>
<tr>
<td>Payments for property, plant and equipment</td>
<td>(10,787)</td>
<td>(12,318)</td>
<td>(9,233)</td>
<td>(11,992)</td>
</tr>
<tr>
<td>Payments for biological assets</td>
<td>(65)</td>
<td>-</td>
<td>(65)</td>
<td>-</td>
</tr>
<tr>
<td>Other investing inflows / (outflows)</td>
<td>-</td>
<td>-</td>
<td>5,831</td>
<td>(304)</td>
</tr>
<tr>
<td>Net cash used in investing activities</td>
<td>(10,393)</td>
<td>(11,148)</td>
<td>(3,008)</td>
<td>(11,134)</td>
</tr>
</tbody>
</table>

Cash flows from financing activities

<table>
<thead>
<tr>
<th>Note</th>
<th>Consolidated 2017</th>
<th>Parent Entity 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$'000</td>
<td>$'000</td>
</tr>
<tr>
<td>Repayment of borrowings</td>
<td>-</td>
<td>(2,000)</td>
</tr>
<tr>
<td>Net cash used in financing activities</td>
<td>-</td>
<td>(2,000)</td>
</tr>
</tbody>
</table>

Net increase / (decrease) in cash and cash equivalents

<table>
<thead>
<tr>
<th>Note</th>
<th>Consolidated 2017</th>
<th>Parent Entity 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$'000</td>
<td>$'000</td>
</tr>
<tr>
<td>(16,465)</td>
<td>(2,124)</td>
<td>(7,269)</td>
</tr>
<tr>
<td>Cash and cash equivalents at the beginning of the financial year</td>
<td>106,140</td>
<td>108,190</td>
</tr>
<tr>
<td>Cash acquired on acquisition</td>
<td>2,941</td>
<td>74</td>
</tr>
<tr>
<td>Cash and cash equivalents at the end of the financial year</td>
<td>15</td>
<td>92,615</td>
</tr>
</tbody>
</table>

The above Statement of Cash Flows should be read in conjunction with the 2017 Financial Statements.
Hats off to academic distinction.
Honorary awards roll

**Doctor of Arts**
Mr Gawirrin Gumana HonDArts (2007)
Mrs Judith Ann Weepers HonDArts (2007)

**Doctor of Economics**
Mr Jose Sun-Say Yu HonDEc (1999)
Dr Neil Conn AO HonDEc (2001)
Dr Susilo Bambang Yudhoyono AC HonDEc (2017)

**Doctor of Education**
Emeritus Professor Ron McKay HonEdD (2006) (Deceased)
Ms Raymattja Marika HonEdD (2007) (Deceased)
Mr Peter Plummer HonEdD (2009)
Ms Waymamba Yinamara Gaykamangu HonEdD (2014)
Mr Kevin Davis AM HonEdD (2015)

**Doctor of Letters**
Dr Harold Garner HonDLit (1997) (Deceased)
Dr George Chaloupka HonDLit (1998)
Ms Miriam Rose Ungunmerr-Baumann HonDLit (2002)
The Honourable Mr Ted Egan AO HonDLit (2002)
Mr John Ah Kit HonDLit (2009)
Mr Thomas Calma HonDLit (2010)
The Honourable Daryl Manzie HonDLit (2010)
Professor Ian Chubb AC HonDLit (2011)
Professor Judith Whitworth AC HonDLit (2011)
Mr Kay Rala Xanana Gusmao (2012)
Mr Jack Thompson (2012)
Ms Elaine Läwurrpa Maypilama, HonDLit (2013)
The Honourable Tom Harris, HonDLit (2015)
The Honourable Christopher Burns, HonDLit (2016)

**Doctor of Science**
Emeritus Professor James Thomson AM HonDSc (1992) (Deceased)
Fr Frank Flynn AC HonDSc (1993) (Deceased)
Dr John Hargrave AO MBE HonDSc (1995)
Emeritus Professor Malcolm Nairn AM HonDSc (1999)
Professor John Mathews HonDSc (2000)
Dr Len Notaras AM HonDSc (2008)
Dr Alan Walker HonDSc (Posthumously Awarded, 2008)
Dr Sadhana Mahajani HonDSc (2010)
Professor Jonathan Carapetis HonDSc (2013)
Professor Grahame Webb HonDSc (2013)
Professor John Wakeham HonDSc (2013)
Mr Jiro Okada HonDSc (2014)
Professor Ross Baillie HonDSc (2017)

**Doctor of the University**
General Peter Cosgrove AC MC HonDUni (2001)
The Honourable Paul Everingham AO HonDUni (2003)
Dr Valerie Asche HonDUni (2007)
Emeritus Professor Helen Garnett PSM, HonDUni (2016)
**Companion of the University**
Mr Keith Pennell OAM (2001)
Mr Paul Sitzler OAM (2003) (Deceased)
Mrs Minna Sitzler AM (2003)
Mr Michael Martin OAM (2011)
Ms Angelica Poulos (2011)
Mr Ian Kew (2011)
Mr Earl James AM (2012)
Mrs Wendy James OAM (2012)
Professor David Parry (2012)
Ms Elizabeth Martin OAM (2012)
Ms Diana Jarvis (2013)
Ms Terry Underwood AM (2013)
Mr Allan Garraway (2013)
Ms Veronica Dobson AM (2013)
Mr Neil Ross (2015)
Mr Richard Giles (2015)
Mr Rex Wild QC (2016)
Mrs Annette Burke (2016)
Mr Franck Gohier (2017)

**Award of Emeritus Professor**
Emeritus Professor Alan Powell
Emeritus Professor Ron McKay (Deceased)
Emeritus Professor Malcolm Nairn AM
Emeritus Professor James Thomson AM (Deceased)
Emeritus Professor David Carment AM (2008)
Emeritus Professor Mary Ann Bin-Sallik (2008)
Emeritus Professor Helen Garnett PSM (2009)
Emeritus Professor Charles Webb (2012)
Emeritus Professor Barney Glover (2015)

**Award of Emeritus Chancellor**
The Honourable Austin Asche AC QC HonLLD (2010)
Mrs Nancy Giese AO OBE HonEdD (2010) (Deceased)
Glossary

AHRC
Australian Human Rights Commission

AICFE
Advanced Innovation Centre for Future Education

AMA
Advanced Manufacturing Alliance

ATSI
Aboriginal and Torres Strait Islander

BNU
Beijing Normal University

CLC
Cairns Language Centre

DIH
Darwin Innovation Hub

ESOS
Education Services for Overseas Students

HDR
Higher Degree by Research

HE
Higher Education

HEPP-WCE
Higher Education Participation and Partnerships Program – Whole of Community Engagement

HIRC
Harvard Immigration and Refugee Clinic

IAS
Institute of Advanced Studies

ICHM
International College of Hotel Management

IRU
Innovative Research Universities

ITMS
Information Technology and Management Systems

JCU
James Cook University

NCP
New Colombo Plan

NTG
Northern Territory Government

NHMRC
National Health and Medical Research Council

OIS
Office of International Services

OPVCIL
Office of the Pro Vice-Chancellor, Indigenous Leadership

ORI
Office of Research and Innovation

RIEL
Research Institute for the Environment and Livelihoods

RIS
Research Information System

THE
Times Higher Education

TNRM
Territory Natural Resource Management

UA
Universities Australia

VET
Vocational Education and Training

VSL
VET Student Loans

VSS
VET for Secondary Schools
Our campuses and centres

Charles Darwin University’s campuses and centres:

**Casuarina** (main campus):
Ellengowan Drive, Darwin NT 0909

**Alice Springs**:
Grevillea Drive, Alice Springs NT 0870

**Palmerston**:
University Avenue, Palmerston NT 0830

**CDU Sydney**:
815 George Street, Haymarket, Sydney NSW 2000

**CDU Melbourne**:
ATMC CDU Melbourne campus, Mezzanine Level, 271 Collins Street, Melbourne, Vic 3000

**CDU Waterfront**:
21 Kitchener Drive, Darwin NT 0800

**Katherine**:
19 Second Street, Katherine NT 0850

**Katherine Rural**:
10km North Stuart Highway, Katherine NT 0850

**Nhulunbuy**:
PO Box 1479, Nhulunbuy NT 0881

**Jabiru**:
PO Box 121, Jabiru NT 0886

**Tennant Creek**:
PO Box 1425, Tennant Creek NT 0861

**Yulara**:
Contactable through Alice Springs campus

W: cdu.edu.au