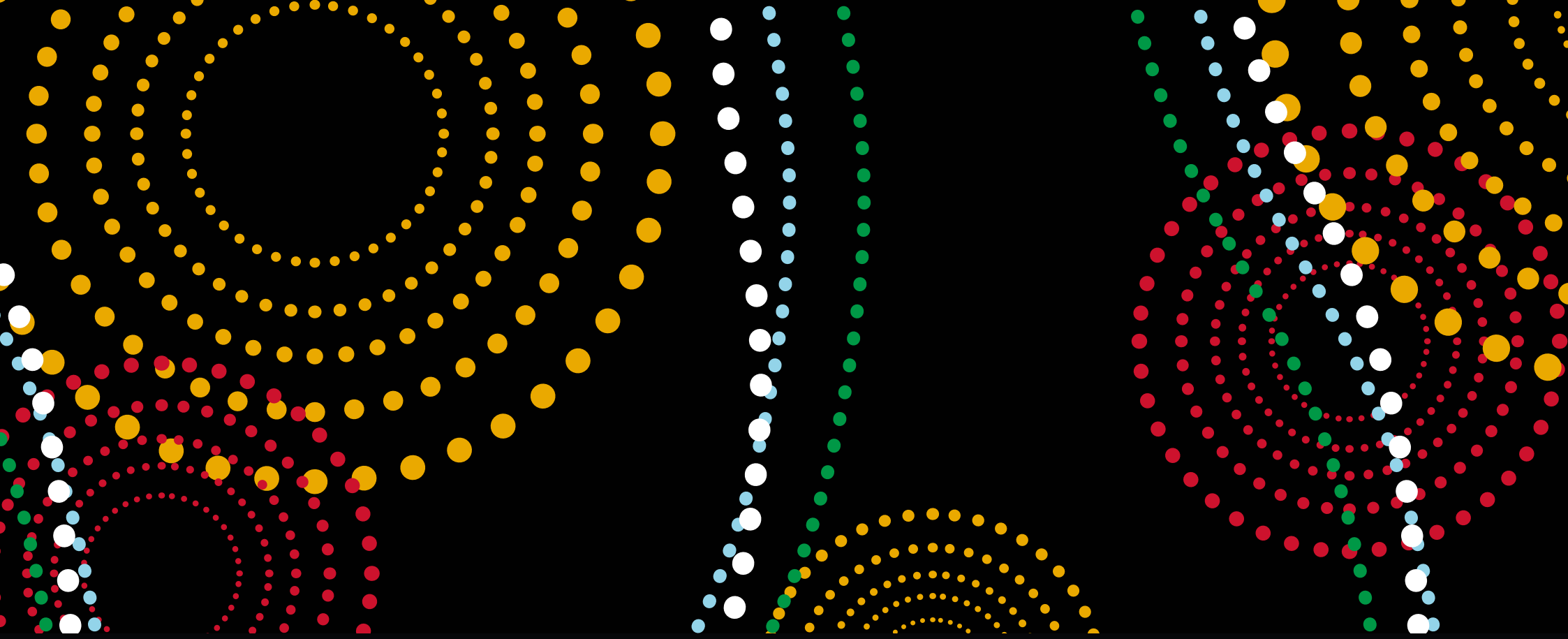


# Globally Recognised for Indigenous Leadership Strategic Pillar Plan 2021-2025

## Indigenous Leadership Strategy

CHARLES DARWIN UNIVERSITY AUSTRALIA



## Acknowledgment

We acknowledge and pay respect to the Larrakia who are the traditional custodians of the lands upon which our Casuarina and Waterfront campuses are located. We also acknowledge and pay respect to the many other Indigenous nations upon which our regional and interstate campuses are located: the Arrernte (Alice Springs), the Jawoyn, Wardaman and Dagomon (Katherine), the Waramungu (Tennant Creek), the Gadigal (Sydney), the Kulin (Melbourne), the Kungarakan (Batchelor and Adelaide River), the Yolngu (northeast Arnhem land) and the Tiwi (the Tiwi Islands). In addition, we acknowledge Indigenous peoples' long tradition of sustaining their communities and environments over thousands of years; they are the first educators and first innovators; and they are the holders of knowledge that can make an important contribution to the improvement of our local, national and global communities.

# Contents


| | |
|---|---|
| Introduction | 2 |
| Message from the Vice Chancellor and President | 3 |
| Message from the Pro Vice Chancellor Indigenous Leadership and Regional Outreach | 4 |
| Executive Summary | 5 |
| 1. Indigenous leadership initiatives aligned to strategic pillar 1: A provider of transformative skills | 6 |
| 2. Indigenous leadership initiatives aligned to strategic pillar 2: Globally Recognised for Indigenous Leadership | 11 |
| 3. Indigenous leadership initiatives aligned to strategic pillar 3: A critically engaged university of the region | 15 |
| 4. Indigenous leadership initiatives aligned to strategic pillar 4: A truly international university | 19 |
| 5. Indigenous leadership initiatives aligned to strategic pillar 5: A successful research intensive university | 21 |
| Implementation Overview | 24 |
| Acronyms | 27 |




# Introduction

The Charles Darwin University (CDU) Indigenous Leadership Strategy (ILS) is a pillar strategy of CDU's 'Connect Discover Grow' (2015-2025). With an aspiration to be 'Globally Recognised for Indigenous Leadership', it adopts a whole of university approach to its implementation. This approach is consistent with the recommendations of the Report of the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People by the Department of Education and Training (The Behrendt Report 2012). With appropriate and nuanced implementation, this ILS will ensure CDU pro-actively responds to the Behrendt Review, and upholds the standards contained within the Universities Australia (UA) Indigenous Strategy 2017-2020. The ILS commits CDU to develop innovative programs informed by local and national agendas that are designed to improve Indigenous participation; to create and maintain culturally-enriched and culturally-safe environments for Indigenous students; to learn in partnership with Indigenous students, staff and community; and to increase CDU's Indigenous staffing profile.

The ILS articulates a range of initiatives within priority areas for each pillar, and identifies the CDU lead responsible for the initiative as well as the key ELG stakeholder and/or their functional areas. A key responsibility of the Office of the Pro Vice-Chancellor Indigenous Leadership and Regional Outreach (OPVCILRO) is to facilitate this whole of university approach and embed a sense of shared responsibility across the institution filtering through the Executive Leadership Group (ELG), CDU colleges, research institutes, portfolios and staff. Indigenous staff will also be key to the success of this strategy, embedding a university-wide sense of collegiality and collaboration will effectively harness the skills, expertise and experience of CDU's Indigenous staff to progress the initiatives. However, CDU recognises that Indigenous staff commitment and dedication alone will not realise its strategic goals, therefore the ILS requires non-Indigenous staff to engage with, and take responsibility for, Indigenous-focused activities. Nurturing educational success for Indigenous peoples, is everyone's business at CDU.

## Key Initiatives

The CDU Indigenous Leadership Strategy will implement four key initiatives over its life. It will:

1. Establish an internal committee (see 2.3.1.1) to set relevant KPIs for each initiative (where appropriate) and monitor and report progress against the KPIs;
2. Establish an Indigenous Leadership Network (ILN) (see 2.1.2);
3. Establish an Indigenous Leadership Foundation to identify potential financial opportunities and partnerships (see 3.4.1);
4. Increase Indigenous employment at CDU by 10 people, per college by 2025 (this can consist of newly created positions and/or re-purposed positions that have recently become vacant (see 2.3.1); and
5. Establish student-focused initiatives including: a) a dedicated on-campus 'taster' program for school-aged Indigenous students (see 1.1.2.2); b) expansion of the CDU pre discipline program to give potential Indigenous students a cohort experience (see 1.1.2.3); and c) delivery of a roadshow program targeting Indigenous high school leavers (see 3.3.1.1) and mature-aged Indigenous community members in the NT (see 3.3.2.1).

# Message from the Vice Chancellor and President

I acknowledge the Traditional Custodians of the lands on which Charles Darwin University (CDU) operates and I pay my respect to Elders past, present and emerging. I extend that respect to all Indigenous peoples.

I am pleased to introduce the University's Indigenous Leadership Strategy (ILS), which is the key strategic document that guides CDU in a nationally significant approach to Indigenous higher education. The ILS provides a whole-of-University approach that focuses on Indigenous-specific strategies aligned to the five strategic pillars of our 10-year strategic plan, Connect Discover Grow: a provider of transformative skills and learning; globally recognised for Indigenous leadership; a critically engaged university of the region; a truly international university and a successful research-intensive university.

CDU has a long and proud history in leading, developing and delivering innovation in learning, teaching, student support, research and engagement with Indigenous students and communities. The University understands the importance of having an Aboriginal-led portfolio of Pro Vice-Chancellor, Indigenous Leadership and Regional Outreach. This portfolio is dedicated to facilitating CDU's goal to be the University of choice for Indigenous and non-Indigenous students and staff. Central to this is the University's commitment to embracing Indigenous knowledges and perspectives in every aspect of our work. When we embrace Indigenous knowledges and perspectives, we ensure that our students and staff have a more nuanced appreciation and aptitude for Indigenous peoples and our continued aspiration to improve the lives of people in our communities. We do this in a range of ways, including: conducting ethical research that is founded on genuine engagement with our communities; providing unique courses for study in Indigenous culture, history, policy, and language; and creating an environment that is culturally safe and responsive to the learning needs of our Indigenous students.



If our commitment is to be realised, however, we need all portfolios to accept responsibility for prioritising and implementing Indigenous-specific strategies that address student and staff success and to develop performance indicators to measure their achievements. The Pro Vice-Chancellor, Indigenous Leadership and Regional Outreach undertakes a leadership role in assisting in implementing many strategies and provides oversight, guidance and advice on strategies that are the responsibilities of other functional areas of the University. All senior staff, including myself, our Deputy Vice-Chancellors, Pro-Vice Chancellors, Heads of School, College Deans and Directors, are individually responsible for the operational implementation of this strategy in their respective areas. I urge all CDU staff members to engage with this important strategy because its success requires a whole-of-University effort and individual commitment.

I commend this strategy to you and commit to its implementation.

**Professor Simon Maddocks**
**Vice-Chancellor and President**
**Charles Darwin University**

# Message from the Pro Vice Chancellor Indigenous Leadership and Regional Outreach



As a proud Yuin/Wandandian and Monaro/Ngarigo man from the south east coast of Australia, I am very pleased to present and lead the implementation of the CDU Indigenous Leadership Strategy (ILS). This strategy is one of the five pillar plans for CDU's Corporate Strategy 'Connect Discover Grow 2015-2025'. It is a critical strategic document that aims to achieve our aspirations of becoming globally recognised for Indigenous leadership. To realise this, we will need to be effective in our implementation of a whole-of-University approach to ensure our efforts are coordinated and focused. We must also build rapport with key stakeholders and build meaningful partnerships to identify and develop together the strategies that will make a difference to Indigenous communities, particularly within the NT.

As an institution, we are in an ideal position to build on our success. For instance, in 2009 CDU was the first university in Australia to establish and appoint an Indigenous person to an executive role. At that time, the title of the role was 'Pro Vice-Chancellor Indigenous Leadership'. More recently 'Regional Outreach' has been added to the title. This is an important distinction as it gives an indication of how the role has evolved over time. In addition, this has informed the thinking that has contributed to its recent development and will inform the implementation plan targeted for development in early 2021.

Our attributes as a dual sector university and unique geographical location in the north of Australia, positions us well to continue to service the needs of our regional and remote Indigenous communities. Again, we build on our success to-date. As an institution we have graduated more than 1000 Indigenous students in Higher Education and more than 12,000 in VET, and we continue to make an impact by delivering courses to more than 4000 Indigenous students per year, across more than 150 locations throughout the NT. Our Indigenous employment rates and student participation rates have already achieved national parity targets however, we have a lot more work to do to achieve parity with the NT population.

In my role as Pro Vice-Chancellor Indigenous Leadership and Regional Outreach at CDU, I commit to working with the VC, Executive Leadership Group and senior staff to effectively engage our key stakeholders so that we can affect positive change. We will leverage our existing regional outreach and engagement activities with Indigenous communities, governments, NGOs, philanthropy and industry, and build new ones. However, to be effective we must be individually and collectively invested to ensure our work toward better outcomes for Indigenous peoples is part of the very fabric of CDU. In closing, I would like to thank my staff, colleagues, predecessors and the many key stakeholders for contributing to this strategy - as we build on their success, we shape our future success. This is an exciting time for CDU as we embark on the next chapter of our journey to influence change.

**Professor Reuben Bolt**
**Pro Vice-Chancellor Indigenous Leadership and Regional Outreach**
**Charles Darwin University**

# Executive Summary

## GLOBALLY RECOGNISED FOR INDIGENOUS LEADERSHIP PERFORMANCE METRICS

| 2020 | 2025 Target |
|---|---|
| **Indigenous Student Participation: Indigenous student represent**<br>• 26.8% of all VET course enrolments from Australian students who live in the NT.<br>• 9.3% of all HE courses enrolments from Australian students who live in the NT.<br>• 4.7% of all HE courses enrolments from Australian students who live outside the NT.<br>• 6.1% of all HDR students. | **Indigenous Student Participation: Indigenous student will represent**<br>• 30% of all VET course enrolments from Australian students who live in the NT.<br>• 15% of all HE courses enrolments from Australian students who live in the NT.<br>• 5% of all HE courses enrolments from Australian students who live outside the NT.<br>• 10% of all HDR Students.<br>With longer term aspiration to achieve participation rates at parity with the relevant population. |
| **Indigenous Student Success: Indigenous students are successful in passing**<br>• 77% of units take in VET courses.<br>• 41% of all units taken in Enabling and HE Sub-bachelor courses.<br>• 70% of all units taken in HE Bachelors courses.<br>• 87% of all units taken in HE Postgraduate courses. | **Indigenous Student Success: Indigenous students are successful in passing**<br>• 80% of units take in VET courses.<br>• 60% of all units taken in Enabling and HE Sub-bachelor courses.<br>• 75% of all units taken in HE Bachelors courses.<br>• 87% of all units taken in HE Postgraduate courses. |
| **Indigenous Pathways to Access to Bachelors courses:**<br>• 10% of Indigenous students enter a Bachelors course from high school.<br>• 22% of Indigenous students enter a Bachelors course from VET.<br>• 10% of Indigenous students enter a Bachelors course from Enabling. | **Indigenous Pathways to Access to Bachelors courses:**<br>• 11% of Indigenous students enter a Bachelors course from high school.<br>• 28% of Indigenous students enter a Bachelors course from VET.<br>• 15% of Indigenous students enter a Bachelors course from Enabling. |
| **Indigenous Access to Higher Education: Indigenous student represent**<br>• 10.7% of all new HE course enrolments from Australian students who live in the NT.<br>• 5.1% of all new HE course enrolments from Australian students who live outside the NT.<br>• 6.8% of all new HDR students. | **Indigenous Access to Higher Education: Indigenous student represent**<br>• 20% of all new HE course enrolments from Australian students who live in the NT.<br>• 8% of all new HE course enrolments from Australian students who live outside the NT.<br>• 12% of all new HDR students.<br>With longer term aspiration to achieve participation rates at parity with the relevant population. |
| **Indigenous Student Course Retention**<br>• 31.8% retained year on year in Enabling and HE Sub-bachelor courses<br>• 67.5% retained year on year in HE Bachelors courses.<br>• 54.8% retained year on year in HE Postgraduate courses. | **Indigenous Student Course Retention**<br>• 50% retained year on year in Enabling and HE Sub-bachelor courses<br>• 70% retained year on year in HE Bachelors courses.<br>• 60% retained year on year in HE Postgraduate courses.<br>With longer term aspiration to achieve parity with non-Indigenous students at CDU. |
| **Indigenous Student Course Completion Rates**<br>• 11% in HE Undergraduate courses complete within 4 years; 20% within 6 years.<br>• 17% in HE Postgraduate courses complete within 4 years; 35% within 6 years. | **Indigenous Student Course Completion Rates**<br>• 17% of HE Undergraduate students complete within 4 years; 25% within 6 years; 33% within 9 years.<br>• 26% of HE Postgraduate students complete within 4 years; 31% within 6 years.<br>• 30% of HDR students complete within 4 years.<br>With longer term aspiration to achieve parity with non-Indigenous students at CDU. |

1. **Indigenous leadership initiatives aligned to strategic pillar 1:**

## A provider of transformative skills

| A PROVIDER OF TRANSFORMATIVE SKILLS & LEARNING | **Priority 1.1: Expand student access to CDU education programs** | | | | |
|---|---|---|---|---|---|
| 2021-2025 Pillar Initiatives | We will achieve this by... | By When.... | We will be measured by... | To enable this initiative we will need... | The implementation will be led by and contributed to by... |
| 1.1.1 Develop and promote pathways for Indigenous peoples to CDU. | 1.1.1.1 All portfolios and units partnering with OPVCILRO to develop and implement an engagement strategy for working with local, regional and remote schools, and where appropriate, interstate schools. | Dec 2021 | - The incorporation and reporting of engagement plans and relevant KPI's in divisional operational plans to be endorsed by the relevant governance process.<br>- An increase in the number of schools engaged.<br>- Year-on-year growth of 11% for Indigenous secondary school students admitted into CDU tertiary education courses. | Collaboration between ISS, Aspire, Marketing and Colleges. | PVCILRO, ProvostVP, DVCRI, DVCVPO PVCVET, DVCSES |
| | 1.1.1.2 All portfolios and units partnering with OPVCILRO to develop and implement an engagement strategy for working with regional, remote, rural and interstate stakeholders including Government, employers, RTOs, NGOs and other service providers. | Dec 2021 | - An increase in the number of mature-age student enrolments at CDU.<br>- Strengthening new and/or existing relationships/partnerships with key stakeholders. | Collaboration between ISS, Marketing, Colleges and other portfolios. | PVCILRO, ProvostVP, PVCVET, DVCVPO |
| | 1.1.1.3 Promoting CDU courses to Indigenous communities Australia-wide, including micro-credentialing. | Dec 2021 | - An increase in the number of Indigenous student enrolments at CDU.<br>- An increase in the number of Indigenous student enrolments in micro-credentialing courses. | Collaboration between ISS, Aspire, Marketing, Colleges and other portfolios. | Marketing, College Deans, PVCILRO, PVCVET |
| | 1.1.1.4 Developing a coordinated approach to a suite of access courses and services at various entry levels designed specifically for Indigenous peoples. | Dec 2022 | - An increase in pathway options for Indigenous school leavers.<br>- An increase in the number of better-prepared Indigenous students studying at cert III and above.<br>- Aligning with Academic Board accreditation process. | Effective relationships between schools, RTO's and communities. | PVCVET, College Deans |

| | | | | | |
|---|---|---|---|---|---|
| | 1.1.1.5 Improving and enhancing knowledge of articulation agreements to benefit Indigenous students. | Dec 2021 | - An increase in the number of Indigenous student enrolments in HE and VET courses<br>- Student satisfaction. | Robust and effective communication with relevant stakeholders. | College Deans, PVCVET, Academic Board |
| | 1.1.1.6 Ensuring a high-quality range of appropriate and targeted discipline-specific diagnostic tools are available for entry into CDU courses. | Dec 2021 | - An increase in the number of Indigenous student enrolments in CDU courses. | Colleges develop the diagnostic tools for their respective areas. | College Deans, PVCVET |
| 1.1.2 Increase Indigenous secondary student awareness and interest in studying at CDU. | 1.1.2.1 All portfolios and units partnering with PVCILRO to develop and implement a university-wide Indigenous student-centred attraction and engagement strategy. | Dec 2021 | - The implementation of a student-centred attraction and engagement strategy.<br>- An increase in Indigenous student enrolments in each CDU College.<br>- A increased in Indigenous student retention and success rates, with a particular focus on Indigenous first year students. | University-wide collaboration. | PVCILRO, PVCVET, ProVostVP, PVCES, PVCSES, College Deans |
| | 1.1.2.2 All portfolios and units partnering with PVCILRO to develop and implement an on campus 'taster' program specifically for Indigenous senior secondary high school students. | Dec 2021 | - An increase in Indigenous high school student participation in the 'taster' program.<br>- An increase in student transition into CDU tertiary education programs. | PVCILRO to collaborate with CDU Colleges. | PVCILRO, All relevant portfolios and units, DVCVPO |
| | 1.1.2.3 Expanding and implementing Indigenous pre-discipline programs across all Colleges to enable a student cohort experience. | Dec 2021 | - Improved scores on the student satisfaction survey.<br>- An increase in student awareness of VET and HE pathway options into CDU. | PVCILRO to collaborate with CDU Colleges. | PVCILRO, College Deans |





| A PROVIDER OF TRANSFORMATIVE SKILLS & LEARNING | **Priority 1.2: Enhance teaching quality, the student learning experience and student success** | | | | |
|---|---|---|---|---|---|
| 2021-2025 Pillar Initiatives | We will achieve this by… | By When…. | We will be measured by… | To enable this initiative we will need… | The implementation will be led by and contributed to by… |
| 1.2.1 To ensure the University Learning and Teaching Plan incorporates and enhances Indigenous focused content. | 1.2.1.1 Reviewing the existing University Learning and Teaching (L&T) Plan. | Dec 2021 | - Each College having a fully articulated learning and teaching framework that embeds Indigenous L&T elements that are sensitive to Indigenous needs into the L&T Plan.<br>- Evidence that Colleges have embedded elements of the Indigenous L&T Plan into course design, curriculum, pedagogy and assessment prior to presentation at Academic Board.<br>- Improvements in student experience. | Collaboration between PVCILRO and colleges to oversee the development, implementation and review of the University L&T Plans. | College Deans, PVCVET, PVCES, ProVostVP, PVCILRO, Chair of Academic Committee |
| 1.2.2 Create an environment that is culturally safe for Indigenous students and staff. | 1.2.2.1 Delivering the CDU Intercultural Program across all areas of CDU. | Dec 2021 | - Implementing the CDU Intercultural Program to CDU staff.<br>- Broadening the program to include micro credential courses and units. | Collaboration between CIFAS, OPC and PVCILRO. | DVCVPO, PVCILRO, CIFAS |
| | 1.2.2.2 Raising the profile of ISS across the University by enhancing the Indigenous student support services model. | Dec 2021 | - Ongoing regular communication and engagement between SES, Colleges and ISS where appropriate.<br>- Staff awareness of ISS.<br>- The utilisation of ISS. | Collaboration between ISS, SES and Colleges led by PVCILRO. | PVCILRO, PVCSES, College Deans |
| | 1.2.2.3 Developing tailored support programs for Indigenous postgraduate coursework students. | Jun 2021 | - An increase in the number of Indigenous students accessing CDU support services for Indigenous students.<br>- An increase in Indigenous postgraduate coursework success rates. | Collaboration between ISS, SES and CDU Colleges. | PVCILRO, SES and CDU Colleges. |

| | | | | | |
|---|---|---|---|---|---|
| | 1.2.2.4 Developing tailored support programs for Indigenous students in VET courses. | Dec 2021 | - An increase in the number of Indigenous students enrolled in CDU VET course.<br>- An increase in Indigenous student uptake of the CDU VET tutoring program. | Collaboration between ISS, SES, VET and Colleges. | PVCVET, PVCILRO, College Deans, PVCSES |
| | 1.2.2.5 Streamlining enrolment processes and systems to meet the needs of Indigenous students. | Dec 2021 | - Increase number of Indigenous student enrolments.<br>- Increased Indigenous student satisfaction.<br>- Response to feedback. | Collaboration between SES, PVCILRO and ITMS. | PVCSES, PVCILRO, DVCVPO |
| | 1.2.2.6 Ensuring there is Indigenous input into the development and review of policies and programs that impact Indigenous students and staff. | Dec 2022 | - Indigenous participation in policy and program development. | Collaboration between PVCILRO, Governance and CDU Colleges and Divisions. | PVCILRO, College Deans, DVCVPO, DVCSES |
| | 1.2.2.7 Collaborating with Colleges to develop cultural competency frameworks for curriculum, content and delivery. | Dec 2023 | - The number of colleges successfully incorporating cultural competency framework in their courses.<br>- The number of staff undertaking Professional Development Cultural Competency training. | Collaboration across CDU and with PVCILRO. | PVCILRO, College Deans, ProVost, PVCVET |
| 1.2.3 Indigenous participation and involvement in the design and development of relevant programs and projects. | 1.2.3.1 Ensuring appropriately qualified Indigenous people are employed proportionate to Indigenous funded programs and initiatives. | Dec 2021 | - Evidence of embedding appropriate frameworks and models that effectively support Indigenous peoples. | Collaboration between College Deans, PVCs and PVCILRO. | College Deans, ProVostVP PVCILRO |
| | 1.2.3.2 Ensuring where possible and appropriate, that Indigenous funded initiatives are Indigenous-led. | Dec 2021 | - An increase in the number of Indigenous-led initiatives across CDU. | Collaboration between College Deans, PVCs and PVCILRO. | College Deans, PVC VET, ProVostVP, PVCILRO |



| A PROVIDER OF TRANSFORMATIVE SKILLS & LEARNING | **Priority 1.3:** Deliver the skills and learning our region needs | | | | |
|---|---|---|---|---|---|
| **2021-2025 Pillar Initiatives** | **We will achieve this by…** | **By When….** | **We will be measured by…** | **To enable this initiative we will need…** | **The implementation will be led by and contributed to by…** |
| 1.3.1 Contribute to building Indigenous workforce ready graduates. | 1.3.1.1 Working with ELG and Council to enhance our engagement with Indigenous community and industry. | Dec 2022 | - An increase is engagement with major employers of Indigenous people in the Northern Territory and other relevant agencies and organisations.<br>- An increase in engagement with regional and remote Indigenous communities. | Effective collaboration with key stakeholders. | VCP, PVCILRO, PVCVET, College Deans |
| | 1.3.1.2 Whole-of-University contribution to CDU applications for federal funding opportunities to partner with Indigenous communities e.g. the National Priorities and Industry Linkage Funding (NPILF) for STEM skills and Work Integrated Leaning (WIL) training for Indigenous students. | Dec 2022 | - Increased enrolments in CDU courses.<br>- Implementing Focused Work Experience in Industry (WEI) programs in Indigenous communities. | Collaboration between Colleges, VET, PVCILRO and Government. | PVCILRO, PVCVET, PVCES, PVCSES |



## 2. Indigenous leadership initiatives aligned to strategic pillar 2:

# Globally Recognised for Indigenous Leadership

| GLOBALLY RECOGNISED FOR INDIGENOUS LEADERSHIP | **Priority 2.1:** Realise our aspirations for Indigenous leadership | | | | |
|---|---|---|---|---|---|
| **2021-2025 Pillar Initiatives** | **We will achieve this by…** | **By When….** | **We will be measured by…** | **To enable this initiative we will need…** | **The implementation will be led by and contributed to by…** |
| 2.1.1 Identify, scope and define Indigenous Leadership at CDU. | 2.1.1.1 Exploring the development of an Indigenous Leadership Network via workshops with key stakeholders. | Dec 2021 | - The development of a CDU definition of Indigenous Leadership.<br>- The number of stakeholders engaged. | Collaboration between stakeholders. | VCP, PVCILRO |
| 2.1.2 Establish an Indigenous Leadership Network | 2.1.2.1 Engaging with like institutions in Australia and abroad. | Dec 2021 | - The number of members.<br>- The number of meaningful engagements with like Institutions. | Collaboration between stakeholders. | VCP, PVCILRO |
| | 2.1.2.2 Engaging CDU Indigenous staff, students and alumni. | Dec 2021 | - The number of members. | Collaboration between stakeholders. | VCP, PVCILRO |



| GLOBALLY RECOGNISED FOR INDIGENOUS LEADERSHIP | **Priority 2.2:** Deliver improved outcomes in teaching, research and engagement | | | | |
|---|---|---|---|---|---|
| **2021-2025 Pillar Initiatives** | **We will achieve this by…** | **By When….** | **We will be measured by…** | **To enable this initiative we will need…** | **The implementation will be led by and contributed to by…** |
| 2.2.1 Establish partnerships with like Institutions in Australia and/or abroad. | 2.2.1.1 All portfolios partnering with OPVCILRO to develop and implement a staff exchange program for teaching, support and/or research to enable reciprocal learning engagements with our counterparts. | 2022 | - The number of staff participating in exchange programs.<br>- An increase in the number of meaningful engagements with like institutions. | Colleges to support staff mobility. | PVCILRO, College Deans, ProVostVP |
| 2.2.2 Design and develop Indigenous curriculum frameworks that are CDU-specific. | 2.2.2.1 Ensuring all colleges, PVCES and PVCILRO work closely with Indigenous teaching staff to design the Indigenous Curriculum Framework and relevant project plans. | 2021 | - The successful establishment of the committee.<br>- The number of times the committee has met.<br>- Evidence that Colleges have embedded the Indigenous Curriculum Framework and presented at Academic Board.<br>- Improvement in student experience. | University-wide collaboration and support.<br><br>University-wide collaboration and commitment to incorporate the Indigenous Curriculum Framework. | ProVostVP, College Deans, PVCILRO, PVC ES |





| GLOBALLY RECOGNISED FOR INDIGENOUS LEADERSHIP | **Priority 2.3:** Play a key role in the success of Indigenous Australians | | | | |
|---|---|---|---|---|---|
| 2021-2025 Pillar Initiatives | We will achieve this by… | By When…. | We will be measured by… | To enable this initiative we will need… | The implementation will be led by and contributed to by… |
| 2.3.1 Establish a whole-of-University approach to implement strategies that prioritise successful Indigenous outcomes across a range of areas including tertiary education, research and community engagement. | 2.3.1.1 Establishing an internal committee that reports directly to the Vice Chancellor and President on Indigenous-specific initiatives. | Dec 2022 | - The establishment of the internal committee that reports directly to the Vice Chancellor. | Close collaboration between the VCP and PVCILRO. | VCP, PVCILRO |
| | 2.3.1.2 P&C to work with PVCILRO and key stakeholders to develop an Indigenous Workforce Plan that attracts, retains and supports Indigenous staff as they develop their career aspirations at CDU and beyond. | Dec 2021 | - The implementation of the Indigenous Workforce Plan across all areas.<br>- An increase in the number of Indigenous staff participating in professional development opportunities and promotion rounds.<br>- An increase in the number of Indigenous staff successfully completing the CDU promotions process.<br>- An increase in Indigenous staff retention. | Commitment and collaboration from the College Deans and portfolio leaders to achieve the set targets. | DVCVPO, VC, College Deans |
| | 2.3.1.3 Streamlining and improving communication and information sharing in regard to Indigenous research initiatives within CDU's research institutes and colleges (for more information see 5.1.1). | Dec 2021 | - Successful collaboration and commitment from key stakeholders.<br>- The establishment of a mechanism for regular reporting, discussion and celebration of CDU's Indigenous research output at ELG. | Collaboration between ORI and PVCILRO. | DVCVPRI, PVCILRO, Research Institute Directors |
| | 2.3.1.4 Establishing an awards ceremony that recognises and celebrates Indigenous success and achievement amongst Indigenous staff, students, alumni and the communities that CDU serves. | Dec 2023 | - Successfully hosting the annual awards ceremony. | Collaboration and buy-in from all CDU staff and Indigenous. | PVCILRO |

| | | | | | |
|---|---|---|---|---|---|
| | 2.3.1.5 Recognising and supporting the initiatives and commitments in CDU's Reconciliation Action Plan, including the commitment to engage Indigenous businesses. | Jan 2022 | - Achieving the RAP targets. | Whole of University collaboration. | DVCVPO, PVCILRO |
| | 2.3.1.6 Employing more Indigenous staff in academic and professional roles. | Dec 2022 | - Each CDU College and Division successfully recruiting 10 x Indigenous peoples by 2025, including at least one senior appointment at Academic Level C or above (this includes newly created positions and/or repurposing existing positions that have been vacated). | To seek approval from the Anti-Discrimination Board to establish 'Indigenous identified positions by exemption'. | PVCILRO, College Deans, PVCVET, ProVostVP |
| | 2.3.1.7 P&C to develop an executive mentoring and/or coaching program for succession planning and/or professional development. | Dec 2021 | - Each ELG member will mentor an Indigenous staff member. | ELG to collaborate with P&C and PVCILRO. | PVCILRO, ELG, DVCVPO |






**3. Indigenous leadership initiatives aligned to strategic pillar 3:**

## A critically engaged university of the region

| A CRITICALLY ENGAGED UNIVERSITY OF THE REGION | **Priority 3.1:** Meet the needs and expectations of key stakeholders including alumni | | | | |
|---|---|---|---|---|---|
| **2021-2025 Pillar Initiatives** | **We will achieve this by…** | **By When….** | **We will be measured by…** | **To enable this initiative we will need…** | **The implementation will be led by and contributed to by…** |
| 3.1.1 Engage with Indigenous organisations, NGOs, communities, industry and government agencies to explore MOU and/or partnership agreements. | 3.1.1.1 Reviewing, and where appropriate, renewing existing MOU and/or partnership agreements. | 2021 | - Showcasing tangible outcomes (e.g. traineeships, cadetships, employment) from current and future MOU and partnership agreements.<br>- Mutually beneficial outcomes as articulated in MOU and/or partnership agreements.<br>- Successfully recruiting positive MOU outcomes into CDU course marketing and promotional materials/communications. | Collaboration between PVCILRO and relevant stakeholders. | VCP, DVCVPGSA, PVCILRO, DVCVPO |
| | 3.1.1.2 Collaboration with DVCVPGSA and PVCILRO to establish new MOU and/or partnership agreements. | 2021 | - The number of newly established MOUs and/or partnerships.<br>- An Increase in the number of Indigenous peoples employed across the NT. | Collaboration between PVCILRO and relevant stakeholders. | VCP, DVCVPGSA, PVCILRO, DVCVPO |
| | 3.1.1.3 Conducting workshops with key stakeholders to gain an understand of community needs and expectations (N.B. this activity will inform the development of an Indigenous Engagement Plan - see 1.1.1.2). | Dec 2021 | - Meaningful engagement with key stakeholders.<br>- CDU's increased understanding of community needs and their alignment with CDU training expertise. | Robust and genuine engagement with key stakeholders. | PVCILRO, College Deans |
| | 3.1.1.4 Engaging Indigenous alumni and other prominent Indigenous leaders to assist with relationship building with key stakeholder communities. | Dec 2023 | - Successfully establishing an Indigenous alumni program. | Collaboration between OPC and PVCILRO. | DVCVPO, OPC, PVCILRO, College Deans |

| A CRITICALLY ENGAGED UNIVERSITY OF THE REGION | **Priority 3.2:** Empower and equip staff for successful engagement outcomes | | | | |
|---|---|---|---|---|---|
| **2021-2025 Pillar Initiatives** | **We will achieve this by…** | **By When…** | **We will be measured by…** | **To enable this initiative we will need…** | **The implementation will be led by and contributed to by…** |
| 3.2.1 Develop staff capacity to engage successfully with Indigenous stakeholders. | 3.2.1.1 CDU staff participating in the CDU Intercultural Program. | Dec 2021 | - The number of staff successfully completing the CDU Intercultural Program within the life of this strategy (i.e. by 2025).<br>- CDU's reputation as an employer with a culturally competent workforce. | All Divisions and Colleges commit to supporting staff completion of the course. | All Division Leaders and College Deans. |

| A CRITICALLY ENGAGED UNIVERSITY OF THE REGION | **Priority 3.3:** Serve regional needs with flagship engagement activities | | | | |
|---|---|---|---|---|---|
| **2021-2025 Pillar Initiatives** | **We will achieve this by…** | **By When…** | **We will be measured by…** | **To enable this initiative we will need…** | **The implementation will be led by and contributed to by…** |
| 3.3.1 Raise awareness of transition pathways from high school to CDU tertiary study. | 3.3.1.1 Enhancing our roadshow program in secondary schools across the NT. | 2022 | - A targeted increase in the number of Indigenous students.<br>- Increase in Indigenous students enrolling in STEM related fields. | Collaboration between Marketing, ISS and Aspire. | PVCILRO, PVCVET, ProVostVP, DVCVPO, PVCSES |
| | 3.3.1.2 Ensuring an element of the roadshow program has a focus on targeted content areas (e.g. STEM, Nursing, Engineering) or demographics (e.g. Indigenous female students). | 2023 | - Increase in the number of Indigenous enrolments in targeted areas.<br>- Indigenous female students in STEM related fields and disciplines. | Collaboration between ISS and Marketing. | PVCILRO, PVCVET, ProVostVP, DVCVPO |
| 3.3.2 Raise awareness of pathways into VET and HE courses for mature-aged Indigenous peoples. | 3.3.2.1 Enhancing our roadshow program and targeting key festivals/events in the NT. | 2022 | - Increase in the number of mature aged Indigenous student enrolments. | Collaboration between ISS and Marketing. | PVCILRO, PVCVET, ProVostVP, DVCVPO |

| | | | | | |
|---|---|---|---|---|---|
| 3.3.3 Review and improve existing flagship activities that engage Indigenous communities. | 3.3.3.1 Employing a whole of university approach that is inclusive of CDU staff, to evaluate key activities including the Vincent Lingiari Memorial Lecture, NAIDOC activities, Sorry Day, cultural immersion activities, etc. | Dec 2021 | - The number of CDU flagship activities.<br>- Staff and student feedback.<br>- Media attention and coverage. | Whole of University collaboration. | PVCILRO, DVCVPO |
| 3.3.4 Develop engagement activities with Indigenous communities to identify collaborations that are sustainable and Indigenous-led. | 3.3.4.1 Hosting regional roundtables to discuss sustainable development opportunities led by Indigenous organisations and communities as part of the internal and external engagement plan (see 1.1.1.1). | Dec 2022 | - The number of Indigenous organisations and communities partnering with CDU in sustainable Indigenous development activities. | Collaboration between CDU and community stakeholders. | PVCILRO, PVCVET, ProVostVP, DVCVPO, College Deans |
| | 3.3.4.2 Participating in a regional roundtable to specifically discuss research associated development opportunities. | Dec 2022 | - Engaging with the Northern Australia sustainable Indigenous development plan in VET and HE.<br>- Successful participation and outcome from regional roundtables. | Collaboration between CDU and community stakeholders. | PVCILRO, PVCVET, ProVostVP, DVCVPO, DVCVPRI, CIFAS |






| A CRITICALLY ENGAGED UNIVERSITY OF THE REGION | **Priority 3.4:** Further diversify income sources | | | | |
|---|---|---|---|---|---|
| **2021-2025 Pillar Initiatives** | **We will achieve this by…** | **By When…** | **We will be measured by…** | **To enable this initiative we will need…** | **The implementation will be led by and contributed to by…** |
| 3.4.1 Establish an Indigenous Leadership Foundation from diverse revenue streams. | 3.4.1.1 DVCVPGSA and PVCIRLO partnering to engage philanthropic, Government, industry and community organisations to identify synergies and potential partnership opportunities. | Dec 2022 | - Successfully engaging relevant key stakeholders.<br>- The establishment of an Indigenous Leadership Foundation. | GSA will play a key engagement role with stakeholders. | VCP, PVCILRO, DVCVPGSA |
| | 3.4.1.2 Developing a business plan and seeking financial opportunities that contribute to the delivery of pillar initiatives in CDU's Indigenous Leadership Strategy. | Dec 2022 | - A developed business plan which enables entrepreneurial and/or philanthropic relationship opportunities to support the Indigenous Leadership Strategy. | GSA will play a key engagement role with stakeholders. | VCP, DVCRI, PVCVPO, PVCILRO, ProVostVP, DVCVPGSA |





**4. Indigenous leadership initiatives aligned to strategic pillar 4:**

## A truly international university

| A TRULY INTERNATIONAL UNIVERSITY | **Priority 4.1:** Grow our international student base and enhance the international student experience | | | | |
|---|---|---|---|---|---|
| **2021-2025 Pillar Initiatives** | **We will achieve this by…** | **By When…** | **We will be measured by…** | **To enable this initiative we will need…** | **The implementation will be led by and contributed to by…** |
| 4.1.1 Deliver the CDU Intercultural Program to international students and visiting scholars. | 4.1.1.1 Embedding the CDU Intercultural program, micro-credentialing units and/or courses into International student programs. | Dec 2022 | - The number of international students and visiting scholars completing intercultural courses and/or units.<br>- Participant feedback. | Funding for Strategic Bids.<br><br>Collaboration with CDU Global. | DVCVPGSA, PVCILRO, OPC |

| A TRULY INTERNATIONAL UNIVERSITY | **Priority 4.2:** Become more internationally oriented | | | | |
|---|---|---|---|---|---|
| **2021-2025 Pillar Initiatives** | **We will achieve this by…** | **By When…** | **We will be measured by…** | **To enable this initiative we will need…** | **The implementation will be led by and contributed to by…** |
| 4.2.1 Raise CDU staff awareness of Indigenous issues in other countries | 4.2.1.1 Identifying international exchange opportunities with like institutions for CDU staff in teaching, research and student support. | 2022 | - The number of CDU staff engaged in the exchange programs.<br>- The level of staff satisfaction with the exchange programs. | Collaboration between DVCVPGSA, Colleges and PVCILRO. | DVCVPGSA, ProVostVP, PVCILRO |
| 4.2.2 Raise CDU student awareness of Indigenous issues in other countries. | 4.2.2.1 Colleges incorporating into existing units Indigenous community case studies from abroad, where appropriate. | Dec 2023 | - The number of engagement activities with like institutions abroad.<br>- An increase in staff uptake of exchange opportunities.<br>- The number of international student enrolments.<br>- An increase in International student retention rates. | Collaboration between PVCILRO, CDU Global and College Deans. | ProVostVP, PVCILRO |

| A TRULY INTERNATIONAL UNIVERSITY | **Priority 4.3:** Grow our transnational commitment and capacity building | | | | |
|---|---|---|---|---|---|
| **2021-2025 Pillar Initiatives** | **We will achieve this by…** | **By When…** | **We will be measured by…** | **To enable this initiative we will need…** | **The implementation will be led by and contributed to by…** |
| 4.3.1 Establish an international Indigenous student exchange, study abroad, study tours and visiting fellows' program. | 4.3.1.1 Developing an international education plan and Indigenous student mobility program. | 2023 | - Implementation of the international Indigenous education plan.<br>- Establishing sustainable relationship with international partners.<br>- the implementation of a sustainable business model.<br>- The number of Indigenous students both domestic and international participating.<br>- Number of students completing a program of study internationally.<br>- The number of partner institutions engaged. | Collaboration between CDU Global, OPVCILRO and College Deans. | DVCVPGSA, PVCES, PVCILRO |
| | 4.3.1.2 Developing a tailored support program for Indigenous students participating in international student mobility programs. | 2023 | - Indigenous students completion of mobility programs internationally.<br>- Distribution of marketing materials.<br>- Participant feedback.<br>- Number of enrolments of international students.<br>- Retention of international students.<br>- Impact on the CDU University ranking. | Collaboration between Marketing, PVCILRO, CDU Global and College Deans. | DVCVPGSA, PVCILRO |





## 5. Indigenous leadership initiatives aligned to strategic pillar 5:

# A successful research intensive university

| A SUCCESSFUL RESEARCH INTENSIVE UNIVERSITY | **Priority 5.1:** Strengthen our major research foci | | | | |
|---|---|---|---|---|---|
| 2021-2025 Pillar Initiatives | We will achieve this by... | By when... | We will be measured by... | To enable this initiative we will need... | implementation will be led by and contributed to by... |
| 5.1.1 Profile and promote CDU's existing strengths in Indigenous research. | 5.1.1.1 Colleges and Research Institutes (RIEL, NI, RISC, Menzies, MWC, ERI) streamlining and improving communication and information sharing in regard to Indigenous research initiatives across CDU. | Dec 2022 | - An increased interest and engagement from Indigenous organisations and communities.<br>- Increased awareness of Indigenous research projects across CDU staff and students.<br>- Improved opportunities for networking within CDU. | A partnership approach across ORI, Colleges, CDU Research Institutes and Communications team. | PVCILRO, DVCVPRI |
| | 5.1.1.2 Showcasing best practice models in Indigenous research developed by CDU researchers. | Dec 2021 | - The level of internal and external interest.<br>- Inclusion in flagship events.<br>- The level of media attention and coverage. | Work group established. | DVCRI, ORI, IAS, Marketing, PVCILRO |
| | 5.1.1.3 Developing and implementing scholarships and Early Career Researchers (ECR) programs specifically for Indigenous students/staff. | Dec 2022 | - The number of scholarships awarded through stipends.<br>- The number of Indigenous ECR participating in an ECR program. | Dedicated funding allocated annually. | DVCRI |



Associate Professor Elaine Ḻäwurrpa Maypilama and Dr Sarah Ireland working together on the Caring for Mum on Country project. *Photo credit: Pat Josse.*



| A SUCCESSFUL RESEARCH INTENSIVE UNIVERSITY | **Priority 5.2:** Strengthen industry engagement and research impacts | | | | |
|---|---|---|---|---|---|
| **2021-2025 Pillar Initiatives** | **We will achieve this by…** | **By when…** | **We will be measured by…** | **To enable this initiative we will need…** | **The implementation will be led by and contributed to by…** |
| 5.2.1 Develop industry engagement activities with Indigenous organisations. | 5.2.1.1 Incorporating an industry engagement activity into the Internal and External Engagement Plan (See 1.1.1.1 i.e. as part of the Indigenous Leadership Network). | Dec 2021 | - The number of engagement activities.<br>- The inclusion of Industry engagement in the engagement plan.<br>- An increase in the establishment and uptake of internship programs by Indigenous students. | To establish the Indigenous Leadership Network (see 2.1.2). | DVCVPRI, PVCILRO |
| | 5.2.1.2 Colleges and CDU Research Institutes collaborating with Indigenous organisations and partners to identify key research priority areas. | Ongoing | - The number of Indigenous organisation and partners engaged in research activities with CDU.<br>- Implementation of initiatives, programs or products based on CDU research outputs to improve outcomes for Indigenous peoples. | Continued collaboration. | DVCVPRI, PVCILRO, College Deans and CDU Research Institutes |
| 5.2.2 Align partner needs to CDU research priority areas. | 5.2.2.1 Colleges and CDU Research Institutes creating robust and meaningful engagement with stakeholders. | Ongoing | - The number of published peer reviewed papers.<br>- Industry recognition.<br>- Improved outcomes in Indigenous communities.<br>- Qualitative case studies. | Continued collaboration. | DVCVPRI, PVCILRO, ProVostVP, College Deans and CDU Research Institutes |



| SUCCESSFUL RESEARCH INTENSIVE UNIVERSITY | **Priority 5.3:** Improve the research support environment | | | | |
|---|---|---|---|---|---|
| **2021-2025 Pillar Initiatives** | **We will achieve this by…** | **By when…** | **We will be measured by…** | **To enable this initiative we will need…** | **The implementation will be led by and contributed to by…** |
| 5.3.1 Develop support programs for Indigenous students enrolled in research focused degrees. | 5.3.1.1 Developing and implementing a scholarship program for Indigenous students enrolled in Honours, Masters by Research and PhD programs. | 2022 | - The establishment of the Indigenous Research Scholarship Program.<br>- The number and quality of Indigenous students taking up scholarship opportunities.<br>- Increased Indigenous enrolments in Honours and HDR programs.<br>- High quality outputs, including publication of Q1 papers. | Collaboration between key stakeholders. | DVCRI, DVCVPGSA, PVCILRO, ProVostVP |
| | 5.3.1.2 Reviewing and adjusting existing HDR training and PD programs offered by Dean of Graduate Studies/ORI to specifically target Indigenous student needs. | 2022 | - Establishment of a dedicated HDR training and PD programs that target research and technical skills development, personal resilience skills and career goal setting for Indigenous students.<br>- Increased Indigenous HDR enrolments at CDU.<br>- Increased Indigenous CDU HDR completions. | Collaboration between ORI, College Deans and PVCILRO. | DVCRI, PVCILRO, ProVostVP |
| | 5.3.1.3 Establishing a forum specifically for Indigenous Honours and HDR students to share their research ideas. | 2022 | - The establishment of a forum.<br>- The increase in positive research culture amongst Indigenous HDR students at CDU. | Collaboration between ORI, College Deans and PVCILRO. | DVCRI, PVCILRO, ProVostVP |
| 5.3.2 Develop pathways for Indigenous PhD graduates into CDU academic roles. | 5.3.2.1 Developing and implementing a dedicated Post-Doctoral Fellowship program specifically for Indigenous Scholars who demonstrate research excellence and impact. | 2022 | - The establishment of a Post-Doctoral Fellowship program for Indigenous students.<br>- The number of Indigenous students participating in the post doc program. | DVCRI, PVCILRO, ProVostVP. | DVCRI, PVCILRO, ProVostVP |

### 2021-2025 Implementation Overview

Indicate broad timing for initiative implementation by shading the timeline below using the following key:

| *Planning* | *Implementation* | *Completion / Milestone Achievement* | *Review* |
|---|---|---|---|

*Note: Individual initiatives will have more detailed timelines as part of individual project plans. Milestones will be adjusted according to approval timelines.*

| | Due by | Q1 2021 | Q2 2021 | Q3 2021 | Q4 2021 | Q1 2022 | Q2 2022 | Q3 2022 | Q4 2022 | Q1 2023 | Q2 2023 | Q3 2023 | Q4 2023 | Q1 2024 | Q2 2024 | Q3 2024 | Q4 2024 | Q1 2025 | Q2 2025 | Q3 2025 | Q4 2025 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.1.1.1 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 1.1.1.2 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 1.1.1.3 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 1.1.1.4 | Dec-22 | | | | | | | | | | | | | | | | | | | | |
| 1.1.1.5 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 1.1.1.6 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 1.1.2.1 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 1.1.2.2 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 1.1.2.3 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 1.2.1.1 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 1.2.2.1 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 1.2.2.2 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 1.2.2.3 | Jun-21 | | | | | | | | | | | | | | | | | | | | |
| 1.2.2.4 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 1.2.2.5 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 1.2.2.6 | Dec-22 | | | | | | | | | | | | | | | | | | | | |
| 1.2.2.7 | Dec-23 | | | | | | | | | | | | | | | | | | | | |

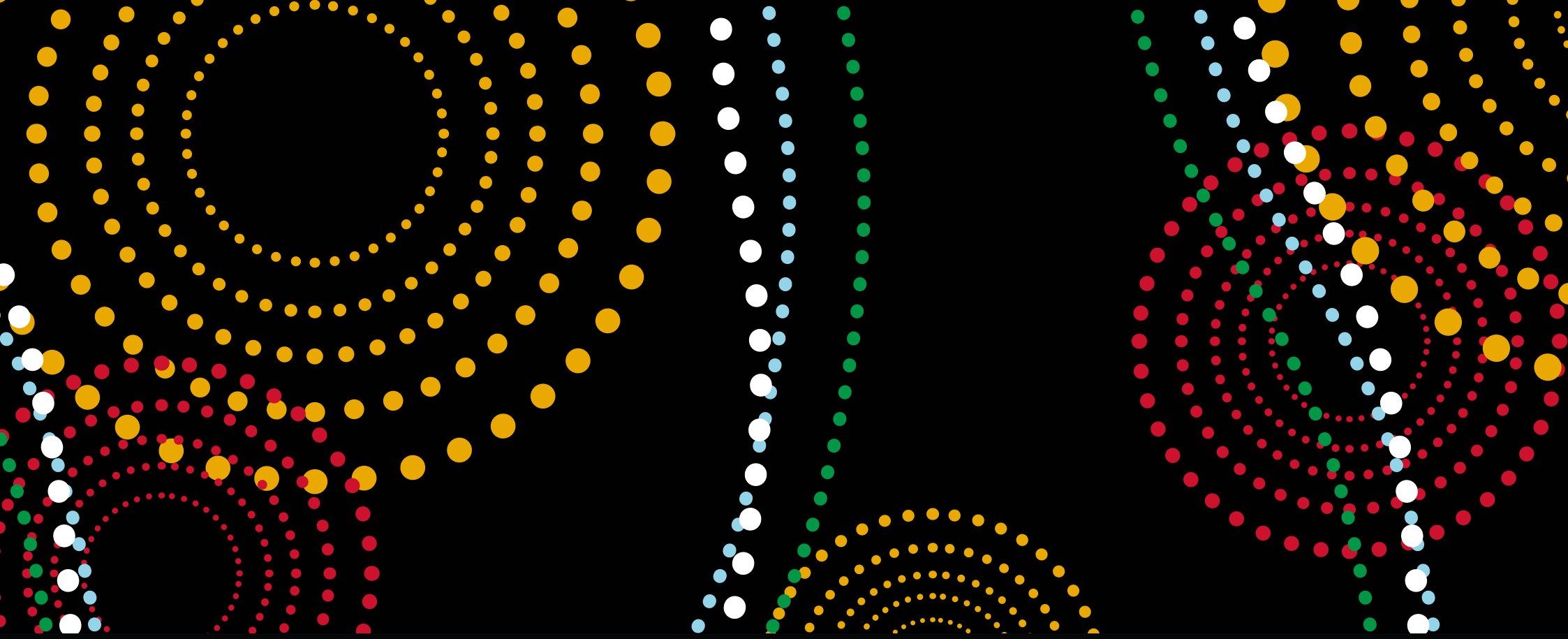
| | Due by | Q1 2021 | Q2 2021 | Q3 2021 | Q4 2021 | Q1 2022 | Q2 2022 | Q3 2022 | Q4 2022 | Q1 2023 | Q2 2023 | Q3 2023 | Q4 2023 | Q1 2024 | Q2 2024 | Q3 2024 | Q4 2024 | Q1 2025 | Q2 2025 | Q3 2025 | Q4 2025 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.2.3.1. | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 1.2.3.2 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 1.3.1.1 | Dec-22 | | | | | | | | | | | | | | | | | | | | |
| 1.3.1.2 | Dec-22 | | | | | | | | | | | | | | | | | | | | |
| 2.1.1.1 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 2.1.2.1 | Dec-22 | | | | | | | | | | | | | | | | | | | | |
| 2.1.2.2 | Dec-22 | | | | | | | | | | | | | | | | | | | | |
| 2.2.1.1 | 2022 | | | | | | | | | | | | | | | | | | | | |
| 2.2.2.1 | 2021 | | | | | | | | | | | | | | | | | | | | |
| 2.3.1.1 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 2.3.1.2 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 2.3.1.3 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 2.3.1.4 | Dec-23 | | | | | | | | | | | | | | | | | | | | |
| 2.3.1.5 | Jan-22 | | | | | | | | | | | | | | | | | | | | |
| 2.3.1.6. | Dec-22 | | | | | | | | | | | | | | | | | | | | |
| 2.3.1.7 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 3.1.1.1 | 2021 | | | | | | | | | | | | | | | | | | | | |
| 3.1.1.2 | 2021 | | | | | | | | | | | | | | | | | | | | |
| 3.1.1.3 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 3.1.1.4. | Dec-23 | | | | | | | | | | | | | | | | | | | | |
| 3.2.1.1 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 3.3.1.1 | 2022 | | | | | | | | | | | | | | | | | | | | |

| | Due by | Q1 2021 | Q2 2021 | Q3 2021 | Q4 2021 | Q1 2022 | Q2 2022 | Q3 2022 | Q4 2022 | Q1 2023 | Q2 2023 | Q3 2023 | Q4 2023 | Q1 2024 | Q2 2024 | Q3 2024 | Q4 2024 | Q1 2025 | Q2 2025 | Q3 2025 | Q4 2025 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3.3.1.2 | 2023 | | | | | | | | | | | | | | | | | | | | |
| 3.3.2.1 | 2022 | | | | | | | | | | | | | | | | | | | | |
| 3.3.3.1. | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 3.3.4.1 | Dec-22 | | | | | | | | | | | | | | | | | | | | |
| 3.3.4.2 | Dec-22 | | | | | | | | | | | | | | | | | | | | |
| 3.4.1.1 | Dec-22 | | | | | | | | | | | | | | | | | | | | |
| 3.4.1.2 | Dec-22 | | | | | | | | | | | | | | | | | | | | |
| 4.1.1.1 | Dec-22 | | | | | | | | | | | | | | | | | | | | |
| 4.2.1.1 | 2022 | | | | | | | | | | | | | | | | | | | | |
| 4.2.2.1 | Dec-23 | | | | | | | | | | | | | | | | | | | | |
| 4.3.1.1. | 2023 | | | | | | | | | | | | | | | | | | | | |
| 4.3.1.2 | 2023 | | | | | | | | | | | | | | | | | | | | |
| 5.1.1.1 | Dec-22 | | | | | | | | | | | | | | | | | | | | |
| 5.1.1.2 | Dec-21 | | | | | | | | | | | | | | | | | | | | |
| 5.1.1.3 | Dec-22 | | | | | | | | | | | | | | | | | | | | |
| 5.2.1.1 | Dec-22 | | | | | | | | | | | | | | | | | | | | |
| 5.2.1.2 | Ongoing | | | | | | | | | | | | | | | | | | | | |
| 5.2.2.1 | Ongoing | | | | | | | | | | | | | | | | | | | | |
| 5.3.1.1 | 2022 | | | | | | | | | | | | | | | | | | | | |
| 5.3.1.2 | 2022 | | | | | | | | | | | | | | | | | | | | |
| 5.3.1.3 | 2022 | | | | | | | | | | | | | | | | | | | | |
| 5.3.2.1 | 2022 | | | | | | | | | | | | | | | | | | | | |

# Acronyms

| | |
|---|---|
| VCP | Vice Chancellor and President |
| ProVostVP | Pro Vost and Vice President, Higher Education |
| DVCVPO | Deputy Vice Chancellor Vice President Operations |
| PVCILRO | Pro Vice Chancellor Indigenous Leadership and Regional Outreach |
| DVCVPGSA | Deputy Vice Chancellor Vice President Global Strategy and Advancement |
| DVCRI | Deputy Vice Chancellor Research and Innovation |
| PVCVET | Pro Vice Chancellor Vocational Education and Training |
| PVCES | Pro Vice Chancellor Education Strategy |
| ORI | Office of Research and Innovation |





## Artwork Acknowledgement

This artwork is made up of gathering circles, often depicted in various and unique ways in Aboriginal art, and the waves represent the waters of the Torres Strait. It was co-designed by Jessica Procak, a Pertame (Southern Arrernte) woman and Wendy Ludwig a Kungarakan-Gurindji woman.

cdu.edu.au

66806 Uniprint 10/20