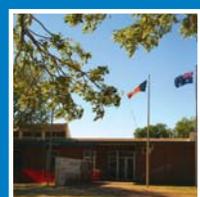
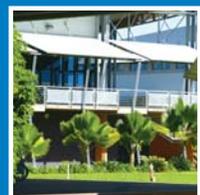
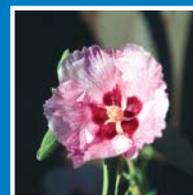


Annual Report
2007



Front cover photographs

(clockwise)

Alice Springs campus

Casuarina campus

Tennant Creek campus

Palmerston campus

Sturt's Desert Rose courtesy tourism NT

Achieving our Mission – *the Futures Framework*

Charles Darwin University
Annual Report 2007

The Hon. Marion Scrymgour MLA
Minister for Employment, Education and Training

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 2007, furnished in accordance with the reporting provisions of the Charles Darwin University Act.

A handwritten signature in blue ink, reading "Richard Ryan". The signature is fluid and cursive, with a long, sweeping underline.

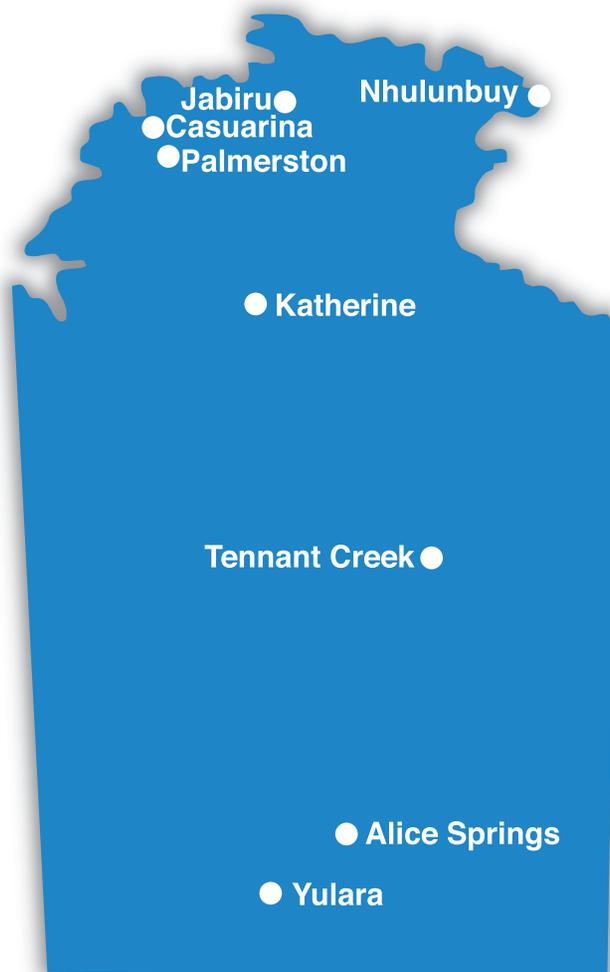
RICHARD RYAN AO
Chancellor
30 June 2008

Achieving our Mission – *the Futures Framework*

Charles Darwin University will focus on the following five areas and commits to being benchmarked in the top band of Australian public universities progressively over the next 10 years:

- Indigenous participation and relevance
- Pathways for learning
- Professional, globally oriented education and training
- Knowledge to solve complex problems of importance to the communities of our regions
- Expanding our capacity through partnerships

Charles Darwin University campuses and centres



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Letter to stakeholders

Message to our stakeholders

The year 2007 has seen Charles Darwin University pursue its Vision of being a thriving tertiary institution that benefits the whole community, through contributions to the Northern Territory's intellectual, professional, social, cultural and environmental well-being. To guide the University in this, a new framework describing the focus of efforts and commitments over the coming 10 years came into effect at the start of 2007. The Futures Framework commitments underpin core business activities, our engagement with key communities and administrative practices for the University in both the short and longer terms.

This annual report provides the first opportunity to report on progress towards the goals and objectives in the Futures Framework. While the Framework aims to guide the University over a 10-year period, positive results have been achieved already in some areas. This was complemented in 2007 by a significant increase in Higher Education and Vocational Education and Training student participation, and national recognition of the quality of our scholarly activities.

For our key stakeholders, some of the University's activities are summarised below.

Regional community

The University, as a regional institution, is an integral part of the Northern Territory community. In 2007, of the order of 10 per cent of the local population formally enrolled at CDU for study. Many more

Territorians participated in specialist activities led, supported or sponsored by the University.

CDU, in line with the Futures Framework, continues to shape its activities and offerings to meet the specific needs and challenges of northern Australia and the surrounding region. The Commonwealth intervention in Indigenous affairs impacted widely across the Territory in 2007. CDU, as the principal tertiary education provider in the region, worked in a supporting capacity in various activities and programs comprising the intervention. Policy-related activities included hosting a public forum to discuss the Commonwealth's response to child abuse in Northern Territory remote Indigenous communities, drawing upon a strong base of related work in the School for Social and Policy Research. Other discussions and activities ranged across a wide spectrum of areas including the development of leadership capacity, health and education-related training and the development of infrastructure, including the notion of community-based learning hubs. The major areas of training that resulted from these discussions included literacy and numeracy development, night patrol training and some construction training. The University has also worked with the NT Government on its own Closing the Gap strategies as part of the CDU-NTG Partnership Agreement in areas such as teacher training, housing and health strategies.

Needs highlighted by the intervention will influence University activities for

some years to come. Fundamental work on demographics will continue to inform policy development and decision-making. Approaches to addressing literacy and numeracy needs will build upon elements already embedded in the University such as skills auditing and accelerated literacy training for youth. The University Council endorsed a change to the Vocational Education and Training delivery structure, to take effect on 1 January 2008, which will provide additional focus on regional and remote delivery as well as delivery support, such as for development of requisite literacy skills. Many of these fundamental threads will come together with other focused research activities under the United Nations University Institute of Advanced Studies Centre on Traditional Knowledge with CDU as host partner.

Health-related needs were also highlighted by the Australian Government's activities in the Northern Territory. Capacity-building in relation to health services has been an area of focus for the University since its establishment. The growth in training and research in health-related areas was both remarkable and varied in 2007: increases in nurse training supported by novel developments such as a virtual hospital; awarding of new places and support for infrastructure in allied health, particularly physiotherapy, to begin in 2010; studies into Indigenous health matters, including a study initiated by traditional owners in collaboration with University researchers demonstrating an association between Indigenous 'caring for country' practices

and a healthier life; and an expansion in the activities of the Menzies School of Health Research, supported by a multi-million-dollar commitment to infrastructure development.

Climate change has also been a topic of debate across Australia in the past year. The University continues to have strong fundamental research interests in areas relating to climate change. This is supported by unique practical activities, particularly around Indigenous perspectives and knowledge as related to climate change. Activities in 2007 included studies into future scenarios for the Top End in partnership with the World Wide Fund for Nature Australia and the Department of Business, Economics and Regional Development. The Tropical Rivers and Coastal Knowledge research hub (TRaCK) was also launched officially in 2007. TRaCK is a consortium of research organisations and government agencies formed to invest more than \$30 million to improve our understanding of northern Australia's rivers and estuaries over the next four years.

The group will engage extensively with the community, including those Indigenous communities that own and manage large parts of the catchments and coasts in tropical Australia.

Skills shortages are a perennial challenge in northern Australia. The University, as the largest provider of Vocational Education and Training in the Northern Territory, plays an important role in programs addressing skills shortages. Student growth in 2007 was a highlight: Higher Education student load grew by

11.1 per cent, and Vocational Education and Training hours by 2.6 per cent. Of particular note in the vocational growth was the expansion of remote area delivery, with hours in that portion of the profile up 8.6 per cent.

International student numbers have continued to grow strongly and commencements increased by 30 per cent in 2007.

The University continues to engage with the community on important issues through two symposia each year. In 2007, one symposium, *A Skilled Workforce for Regional and Remote Australia: Keeping, Attracting, Training*, was concerned with discussion and debate about the ideas of workforce development, with an eye on existing and future alignments of people, skills, work, structures and place. The second symposium, *Securing Territorians' Rights - Statehood and a Bill of Rights?*, examined fundamental issues of governance.

Charles Darwin University is proud of the role it performs in the regional community, and looks forward to continuing to support the community.

Students

Students are a key stakeholder group for the University. Student numbers in Higher Education courses have expanded over 2006 and 2007 at a rate well above the rest of the sector. This expansion has been supported by focused work on understanding the tertiary education needs of the population, as well as the continued expansion of externally

available (distance) units. In 2007, around one-half of Higher Education unit enrolments were for distance delivery. This and other approaches to flexible education will continue to grow in importance for Territorians looking to integrate study with other life needs.

The University undertook an expansive study of Vocational Education and Training delivery in 2007, under the heading of *Doing VET Better*.

Engagement with all stakeholder groups was core to this review. The outcome was a new organisational structure that aims to build on the positive feedback around the content of delivery while addressing other areas of concern. The new model comes into being in 2008.

Locally, the University was awarded the Northern Territory Training Provider of the Year at the 2007 NT DEET Training Awards. This was the second year in succession that CDU won the major award. The University was also awarded the NT Export Award for Education, recognising the engagement with international students and the resulting economic contribution to the Territory.

The University has continued to expand student-related activities that support educational delivery. The graduate recruitment fair continued to grow, with more than three dozen international, national and local firms participating in the hope of drawing potential employees to explore what their company had to offer. Scholarships continue to expand, with growth in donor scholarships through the CDU Foundation of particular note. Similarly, programs such as the

Vice-Chancellor's Indigenous University Career Cadetships and Indigenous apprentice programs provide support for a range of students. The University also succeeded in attracting funds for expanding student amenities-related infrastructure, such as the Sports and Recreation Precinct at the Casuarina campus.

Overall, more than 20,000 students passed through CDU's doors in 2007, up almost seven per cent on the previous year. This trend is expected to continue. The University has continued to respond to challenges associated with this rapid expansion, and looks to make the student experience the best it can be.

Staff

The University is one of the largest employers in the Northern Territory, and a key aim is to be an employer of choice for current and potential staff members.

In 2007, the University worked towards its first development of an integrated People Strategy. The strategy aims to push a more coordinated approach to workforce analysis and planning, staff development, mentoring and advancement.

The University received Commonwealth funding through the Workplace Productivity Programme to systematise in 2008 many developments articulated in the strategy.

Supporting the People Strategy, the University continues to refine its Indigenous Employment Strategy. Some positive returns were seen in 2007.

Our successes in 2007 speak to the excellence of our staff.

Notable among the awards won by staff was Professor Jonathan Carapetis who was named the NT Australian of the Year; Mr Robert Schwerdt, the Bakery Coordinator / Lecturer, was recognised for his outstanding efforts in winning the VET Teacher / Trainer of the Year Award; Associate Professor Martin Jarvis, DSO artistic director / conductor, was honoured with a Medal of the Order of Australia as part of the 2007 Australia Day honours; Jodi Tutty, Barbara White and Helen Rysavy won the ASCILITE award for HIT111 programming concepts; Ms Nicola Rolls, Mr Greg Williams and Mr Robert Wolff, winners of the 2007 Carrick Citation for Outstanding Contributions to Student Learning, were recognised for enhancing the quality and success of CDU students' learning journey through best practice in curricula, teaching, assessment, support and research; Professor Bart Currie, from the Menzies School of Health Research, was honoured for his research into box jellyfish with a species of multi-tentacled box jellyfish named after him, *Chiropsella bart*, Mr Mark Thiele was recognised in another forum with the 2007 Carrick Citation for Outstanding Contributions to Student Learning.

Volunteers

Countless people within the University and wider communities give generously of their time and expertise in a voluntary capacity. They work across a range of activities according to their interests and the University's needs. People assist with robing at our graduation ceremonies, members of various language groups support language units and participate

in events on campus, students work as ambassadors at special events, volunteers staff facilities around the campuses and centres. Also among the volunteering body are members of the CDU Council, the CDU Foundation Board and Menzies School of Health Research Board. The contributions of these and many other volunteers are invaluable to the operation of the University.

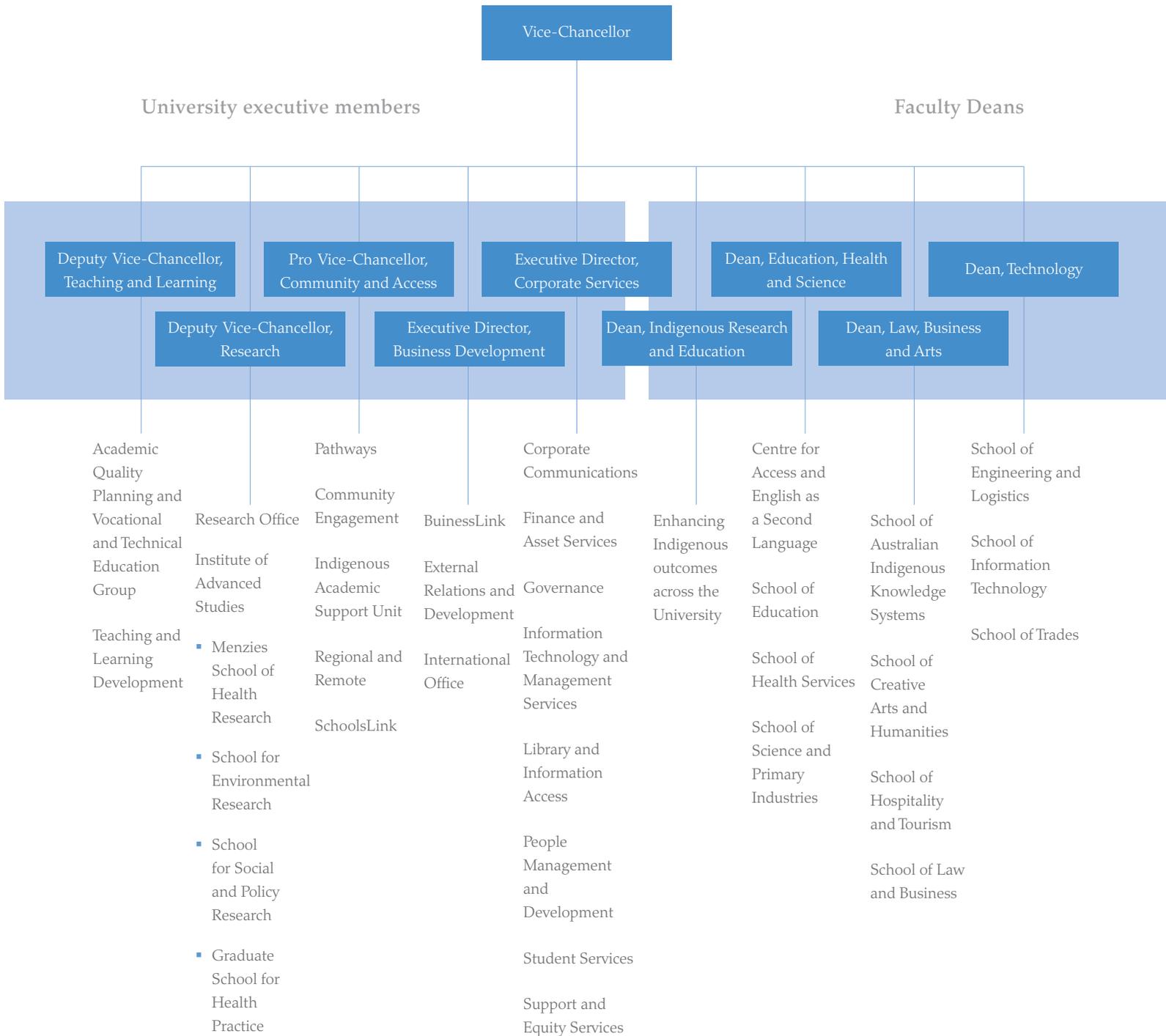
Outlook

The end of 2007 sees the University in a strong financial position, with expanding student numbers and research activities. In this particularly eventful year for the Northern Territory, the University's strengths and strategies have allowed us to support the region and be an asset to the broader community in addressing important challenges. Under the new Futures Framework, we are confident the University will address the challenges ahead, remain focused, and continue to support the aspirations of our stakeholders.

RICHARD RYAN AO
Chancellor

PROFESSOR HELEN GARNETT PSM
Vice-Chancellor

Organisational structure



Principal officers



Professor Helen Garnett PSM

Vice-Chancellor

Began as Vice-Chancellor in October 2003. Previously Executive Director, Australian Nuclear Science and Technology Organisation (ANSTO), and Acting Executive Director 1994-2003; Deputy Executive Director, ANSTO 1992 -1994; Professor and Head, Department of Biology, University of Wollongong 1987-1992; Foundation Professor and Head, Department of Microbiology, University of the Witwatersrand, South Africa 1979-1986. Numerous memberships including Australian representative, United Nations International Atomic Energy Agency 1994-2003; committees of the ARC and the NH&MRC. Directorships include IDP Australia Education Limited and AARNet.



Professor Robert Wasson

Deputy Vice-Chancellor (Research)

Responsible for leading the overall University research effort and Institute of Advanced Studies, encompassing the School for Social and Policy Research, School for Environmental Research, Menzies School of Health Research, and the Graduate School for Health Practice.

Professor Charles Webb

Deputy Vice-Chancellor (Teaching and Learning)

Responsible for academic matters relating to Higher Education and Vocational Education and Training; including planning and policy, quality assurance, and teaching and learning innovation.



Mr Don Zoellner

Pro Vice-Chancellor (Community and Access)

Responsible for brokering relationships between the various sections of the Northern Territory community and CDU. Began in position in 2003.



Dr Scott Snyder

Executive Director Corporate Services

Responsible for the administrative service divisions, including Student Services, People Management and Development, Support and Equity Services, Finance and Asset Services, Information Technology and Management Services, the Library, Corporate Communications, and Governance.



Dr Claire Baxter

Executive Director Business Development

Responsible for leveraging CDU's educational and professional capabilities to provide and nurture returns to the University and NT communities.



2007 Snapshots

Key Statistics

	Category	2006	2007	% change, 2006- 2007
Student numbers	Total	18,811	20,098	6.8%
	Higher Education Students	5494	5947	8.2%
	Vocational Education and Training	13,317	14,151	6.3%
	Higher Education, female : male	70%f 30%m	68%f 32%m	
	Vocational Education and Training, female:male	46%f 54%m	38%f 62%m	
	Higher Education, under 25 years : 25 years and over	31% 69%	30% 70%	
	Vocational Education and Training, under 25 years : 25 years and over	41% : 59%	42% 58%	
	Higher Education, ATSI	4.4%	4.7%	
	Vocational Education and Training, ATSI	37.0%	36.5%	
Higher Education student load, equivalent full-time student load (EFTSL)	Total	3106.8	3450.4	11.1%
	Undergraduate, Commonwealth-funded	2497.4	2751.3	10.2%
	Postgraduate, Commonwealth-funded	158.9	233.0	46.6%
	Fee paying (all)	450.5	466.1	3.5%
Vocational Education and Training delivery, Annual Hours Curriculum (AHC)	Total	2,564,811	2,632,154	2.6%
	Urban	1,954,048	1,981,132	1.4%
	Regional	126,060	124,626	-1.1%
	Remote	484,703	526,396	8.6%
Higher Education award completions	Total	823	879	6.8%
	Higher Education undergraduate	504	547	8.5%
	Higher Education postgraduate	319	332	4.1%
Research	Research income (\$'000), all categories	\$18,956	\$24,681	30.2%
	Higher Degree by Research student load, EFTSL	145.8	146.0	0.2%
	Higher Degree by Research completions (all)	14	36	157.1%
	Weighted publications	195.7	239.2	22.2%
Staff, EFT	Total	1134	1156	1.9%
	Higher Education academic	282	340	20.6%
	Vocational Education and Training academic	231	225	1.3%
	General	621	582	-6.3%
Financial	Total revenue (consolidated), \$'000	\$159,543	\$184,977	15.9%
	Total expenses (consolidated), \$'000	\$154,059	\$170,546	10.7%
	Total equity, \$'000	\$277,143	\$369,219	33.2%

Higher Education student characteristics

Characteristic	Category	2006	2007	% change, 2006- 2007
Higher Education student load, equivalent full-time student load (EFTSL)	Total	3106.8	3450.4	11.1%
	Undergraduate, Commonwealth-funded	2497.4	2751.3	10.2%
	Postgraduate, Commonwealth-funded	158.9	233.0	46.6%
	Fee paying (all)	450.5	466.1	3.5%
	Average EFTSL per student	0.57	0.58	2.6%
Higher Education award completions	Higher Education undergraduate	504	547	8.5%
	Higher Education postgraduate	319	332	4.1%
Success (completion) rate		77%	78%	
Faculty course enrolments	Education, Health & Science	3363	2931	-12.8%
	Institute of Advanced Studies	190	224	17.9%
	Law Business & Arts	1834	1851	0.9%
	Learnlink		865	
	Technology & Industrial Education	379	403	6.3%
	Other		88	
Course enrolments by course type	Associate Degree	35	31	-11.4%
	Associate Diploma	13	18	38.5%
	Bachelor Graduate Entry	273	287	5.1%
	Bachelor Honours	55	49	-10.9%
	Bachelor Pass	3530	3830	8.5%
	Diploma	7	4	-42.9%
	Doctorate - Coursework	17	18	5.9%
	Doctorate - Research	192	179	-6.8%

Higher Education student characteristics continued

	Enabling	676	870	28.7%
	Graduate Certificate	180	171	-5.0%
	Graduate Diploma Extend	103	93	-9.7%
	Graduate Diploma New	196	294	50.0%
	Masters Coursework	353	396	12.2%
	Masters Research	32	29	-9.4%
	Non-Award	32	18	-43.8%
	Other Award Course	8	0	-100.0%
	Postgraduate Cross Institution	8	4	-50.0%
	Undergraduate Cross Institution	56	71	26.8%
Course Enrolments by Field of Education	Agriculture Environmental & Related Studies (AE)	123	155	26.0%
	Architecture & Building (AB)	53	43	-18.9%
	Creative Arts (CA)	147	143	-2.7%
	Education (ED)	1872	2062	10.1%
	Engineering & Related Technologies (ET)	134	143	6.7%
	Health (HE)	1045	1313	25.6%
	Information Technology (IT)	174	183	5.2%
	Management & Commerce (MC)	736	764	3.8%
	Mixed Field Programmes (MF)	0	0	0.0%
	Natural & Physical Sciences (NP)	202	184	-8.9%
	Society & Culture (SC)	1247	1354	8.6%
	None (those in miscellaneous programs)	33	18	-45.5%
	ATSI Students	Student numbers	242	278
Success (completion) rates of equity target groups	People with disabilities	66%	69%	3.6%
	People from a NESB	78%	81%	3.5%
	People from isolated areas	73%	73%	0.0%
	Indigenous	56%	59%	5.6%

Vocational Education and Training student characteristics

	Category	2006	2007	% Change, 2006-2007
Delivery, Annual Hours	Total	2,564,811	2,632,154	2.6%
Curriculum (AHC)	Urban	1,954,048	1,981,132	1.4%
	Regional	484,703	526,396	-1.1%
	Remote	484,703	526,396	8.6%
Delivery by faculty (AHC)	Education, Health and Science	1,023,831	977,819	-4.5%
	Law Business and Arts	801,157	886,351	10.6%
	Technology	739,823	767,984	3.8%
Delivery by administrative location (AHC)	Alice Springs	571,950	569,012	-0.5%
	Batchelor		140	
	Casuarina (Darwin)	1,337,723	1,357,681	1.5%
	Jabiru	33,711	9453	-72.0%
	Katherine Town	79,456	92,661	16.6%
	Katherine Campus	107,330	140,260	30.7%
	Nhulunbuy	31,955	37,149	16.3%
	Palmerston	357,055	368,185	3.1%
	Tennant Creek	45,631	57,433	25.9%
	Yulara		180	
Delivery by industry group (AHC)	Arts, Entertainment, Sports and Recreation	242,092	223,050	-7.9%
	Automotive	118,104	121,782	3.1%
	Building and Construction	115,707	132,373	14.4%
	Community Services, Health and Education	348,270	372,244	6.9%
	Finance, Banking and Insurance	36,045	47,385	31.5%
	Food Processing	12,959	17,752	37.0%
	TCF and Furnishings	21,730	17,990	-17.2%
	Engineering and Mining	101,766	83,840	-17.6%
	Primary Industry	327,485	336,281	2.7%
	Sales and Personal Service	88,413	99,253	12.3%

Vocational Education and Training student characteristics continued

	Tourism and Hospitality	155,219	169,494	9.2%
	Transport and Storage	100,926	122,214	21.1%
	Utilities	136,432	131,269	-3.8%
	Business and Clerical	155,516	170,348	9.5%
	Computing	165,463	156,881	-5.2%
	Science, Technical and Other	43,855	58,460	33.3%
	General Education and Training	295,299	259,664	-12.1%
	Exceptions - Cookery	99,530	98,049	-1.5%
Success (completion) rate		71%	73%	
Course enrolments	Total	17,080	18,588	8.8%
	Non-Award	813	1516	
	Certificate I	4905	4721	-3.8%
	Certificate II	5344	5071	-5.1%
	Certificate III	3954	4941	25.0%
	Certificate IV	1581	1878	18.8%
	Diploma	452	450	-0.4%
	Advanced Diploma	31	11	-64.5%
ATSI enrolments	Course enrolments	6505	7182	10.4%
Success (completion) rates of equity target groups	People with disabilities	68.9%	64.6%	-6.2%
	People from a NESB	63.0%	66.0%	4.8%
	People from isolated areas	68.1%	73.6%	8.1%
	Indigenous	63.3%	66.3%	4.7%

Research

	Category	2006	2007	% Change, 2006-2007
Research income (\$'000)	Total	\$18,669	\$24,681	32.2%
	Category 1, National competitive grants	\$6814	\$8915	30.8%
	Category 2, Other public sector research funding	\$6903	\$9827	42.4%
	Category 3, Industry and other funding	\$3608	\$4346	20.5%
	Category 4, CRC income	\$1344	\$1593	18.5%
Higher Degree by Research completions	Total	14	36	157.1%
	PhD	11	25	127.3%
	Masters	3	11	266.7%
Higher Degree by Research load, EFTSL	Total	145.8	146.0	0.2%
	PhD	126.3	126.9	0.5%
	Masters	19.5	19.2	-1.8%
Weighted publications	Total	195.7	239.2	22.2%
	Books	15.0	33.0	120.1%
	Book chapters	24.0	31.7	32.0%
	Journal articles	128.0	156.8	22.5%
	Conference proceedings	28.8	17.7	-38.5%

Staff

	Category	2006	2007	2007 Females	2007 Female %
Higher Education academic staff	Total Number	282	340	194	57%
	Level E	26	26	9	33%
	Level D	19	32	11	34%
	Level C	56	62	21	34%
	Level B	101	115	79	69%
	Level A	81	105	74	71%
Vocational Education and Training academic staff	Total Number	231	225	81	36%
	Category IV	4	4	1	25%
	Category III	24	30	14	46%
	Category II	202	190	66	35%
	Category I	1	1	0	0%
General staff	Total	621	582	392	67%
	HEW 10	39	43	17	40%
	HEW 9	27	28	12	42%
	HEW 8	42	53	40	75%
	HEW 7	70	67	44	66%
	HEW 6	67	66	49	74%
	HEW 5	108	121	80	66%
	HEW 4	139	110	84	76%
	HEW 3	85	59	40	67%
	HEW 2	12	21	15	75%
	HEW 1	32	15	11	74%

Futures Framework: *1st in 5 in 10*

What does it mean to support Australia's Northern Territory as a tertiary education provider?

The Mission of Charles Darwin University is to be:

- The regional leader in education and research.
- An asset to the broader community, supporting the social, cultural, intellectual and economic development of northern Australia and surrounding areas.
- To leverage our knowledge and know-how internationally for appropriate socioeconomic returns.

The University aims to live this Mission, building upon unique knowledge bases – Indigenous, tropical and desert – arising from the unique geography and demography of the Northern Territory and upon the institution's defining attributes. The articulation of what this means is the 10-year Futures Framework: 1st in 5 in 10, describing the future focus of the University's efforts and commitments. These commitments underpin student learning experiences, research, business development, engagement with key communities and administrative practices.

This year, 2007, marks the first full year of the Futures Framework. Initial progress towards the goals and objectives are articulated in the remaining chapters of this annual report.

In the Futures Framework, CDU has identified five areas of concentration and commits to being benchmarked in the top band of Australian public universities progressively during the next 10 years:

Futures Framework: 1st in 5 in 10

Areas of Concentration	Indicators
<p>1</p> <p>Indigenous participation and relevance</p>	<p>Improving the number of Indigenous enrolments across a diverse range of courses and at higher levels</p> <p>Improving outcomes in and for regional and remote communities in which we work</p> <p>Recognition as being an employer with an increasing number of Indigenous employees across a diverse range of positions and at higher levels.</p>
<p>2</p> <p>Pathways for learning</p>	<ul style="list-style-type: none"> ▪ Improving movement across all educational pathways ▪ Improving access, retention and success of equity group students ▪ Increasing recognition as an employer providing learning pathways for staff
<p>3</p> <p>Professional, globally oriented education and training</p>	<ul style="list-style-type: none"> ▪ Improving responses from internal and external stakeholder feedback and survey instruments ▪ Strong and improving graduate outcomes ▪ Increasing flexibility of educational and training provision ▪ Improving core competencies held by staff
<p>4</p> <p>Knowledge to solve complex problems of importance to the communities of our regions</p>	<ul style="list-style-type: none"> ▪ Improving trend in accepted research performance measures with particular emphasis on the impact of quality research both regionally and internationally ▪ Improving numbers and capacity of postgraduate research students including enhanced strengths in the analysis of issues relevant to our region ▪ Expanding demand for contract research services
<p>5</p> <p>Expanding our capacity through partnerships</p>	<ul style="list-style-type: none"> ▪ Increasing value of work undertaken through partnerships ▪ Expanding philanthropic support for University activities

Indigenous participation and relevance

CDU is committed to creating an organisational culture and environment that is conducive to Indigenous engagement. A range of policies and strategies provides the framework to manage activities that impact upon the Indigenous community of the Northern Territory. Given the unique demography of the jurisdiction, with around 30 per cent of its population being Indigenous, and the future likelihood of this increasing, the University's engagement with the Indigenous community is a vital component of the economic and social development of the NT.

In the Futures Framework, under the broad heading of Indigenous Participation and Relevance, three goals are specified:

- 1] Developing an understanding of Indigenous perspectives to enable CDU to best serve the needs of Indigenous people and communities.
- 2] Improving access and providing extra support to Indigenous students, staff and other stakeholders.
- 3] Incorporating Indigenous perspectives and needs into mainstream core business areas.

Developing an understanding of Indigenous perspectives to enable CDU to best serve the needs of Indigenous people and communities

In relation to the first of these three Futures Framework goals, the Dean of Indigenous Research and Education champions Indigenous post-secondary education initiatives, ensuring relevant Indigenous perspectives are provided in the development of strategies and programs. The Dean is supported in this role by the community-based Indigenous Reference Group. Positive results are evident from a number of new and continuing initiatives, including the two-year Indigenous apprenticeship pilot program, the Vice-Chancellor's Indigenous Cadetship program, cultural competence training for staff and the combined work of the Indigenous Academic Support Unit (IASU) and the Dean of Indigenous Research and Education.

The Indigenous Reference Group provides meaningful Indigenous community input to CDU. The seven-member group meets three times a year and its membership reflects the geographical diversity of CDU's catchment and the complexity of the community.

A coordinated plan for working with regional and remote communities was advocated in 2006 and developed by the University. The aim was to improve support to and interaction with Indigenous communities.

The approach featured:

- Audits of skills and qualifications of individuals.
- Drafting of informed training plans.
- Identification of training needs by individual.
- Identification of the corporate needs of the wider (customer) organisation/ community, and
- Establishment of an agreement between the University and the organisation / community.

At the end of 2007, more than 3500 community skills audits had been completed. These will serve as the cornerstone for the establishment of a working relationship between the University and potential students and their communities.

Snapshot of Indigenous student indicators

	Category	2006	2007	% change, 2006- 2007
Student numbers	Higher Education Students	242	278	14.9%
	Vocational Education and Training Students	4926	5165	4.9%
VET Enrolments	Certificate I	3357	2989	-11.0%
	Certificate II	1742	2077	19.2%
	Certificate III	809	989	22.2%
	Diploma IV	197	153	-22.3%
	Advanced Diploma	32	41	29.1%
	Other non-Award Courses	0	0	0.0%
	Certificate	212	790	273.1%
Higher Education Enrolments	Doctorate	13	11	-15.4%
	Masters	7	7	0.0%
	Graduate Diploma	4	9	125%
	Graduate Certificate	11	7	-36.4%
	Bachelor	155	175	12.9%
	Advanced Diploma	2	1	-50.0%
	Diploma	3	2	-33.3%
Pre-Higher Education (enabling)	66	79	19.7%	
Retention	Higher Education	58.1%		
Rural and remote access	Higher Education students (home address)	48	61	27.1%
	Vocational Education and Training	4621	5268	14.0%
Success rate	Higher Education	56%	59%	5.6%
	Vocational Education and Training	63.3%	66.3%	4.7%

Improving access and providing extra support to Indigenous students, staff and other stakeholders

In relation to the second goal, as the largest provider of tertiary education and training to Aboriginal and Torres Strait Islanders in the Northern Territory, CDU has in place mechanisms to encourage and support Indigenous student growth. In 2007, more than 5400 Indigenous students enrolled at the University, an increase of approximately five per cent on 2006.

Programs delivered by the IASU aim to augment outcomes for talented Indigenous students by improving access to study. This includes access through scholarships, sponsorships, tutorial assistance, a regional and remote school visitation program and the development of other program initiatives designed to combat Indigenous disadvantage and increase enrolment at the University.

The Indigenous Taste of Uni is in its fourth year of operation. The program has grown to be an outstanding success, from 49 participants in 2004 to more than 700

participants in 2007. Five, one-day Taste of Uni days were held, four of which took place in Darwin and one in Alice Springs. The participants came from 15 schools from across the NT and from one school in Kununurra, Western Australia. As well as the Taste of Uni program, the IASU coordinated 15 visits to the Alice Springs and Casuarina campuses by schools and other organisations.

The IASU has a dedicated portfolio of secondary schools which staff visit. The visits occur twice a year for urban schools and once a year for remote schools. In 2007, staff visited 29 schools throughout the NT and met with 663 students as well as staff and community members. Before organising the visits, IASU staff asked schools to nominate key interest areas of students, so personalised tours and talks from relevant University staff could be arranged.



The October graduation ceremony was a cause for great celebration in the Indigenous community. Associate Professor Sue Stanton (second from left) became the first Aboriginal person to receive a Doctor of Philosophy in Arts (thesis based) from CDU. A second Indigenous post-graduate student, Robyn Ober (second from right), received a Master of Applied Linguistics at the ceremony. They are congratulated by Professor MaryAnn Bin-Sallik (left) Dr Linda Ford.

Snapshot of Indigenous staff indicators

	Category	2006	2007
Higher Education staff	Dean	1	1
	Level C	2.75	1.2
	Level B	8	6.1
	Level A	9	8
	Research Associate Level A	1	1
	Research Fellow Level B	1	1.6
Vocational Education and Training staff	Category III	2	1
	Category II	5	
General Staff	HEW 9	1	2
	HEW 8	1	0
	HEW 7	1	1
	HEW 6	1.9	3.9
	HEW 5	2	4
	HEW 4/5	1	1
	HEW 4	8	7.5
	HEW 3	4	2
	HEW 1/2	1	1
Staff retention rate	All Indigenous staff	81.2%	83.7%

New pathway to open for midwives

The Graduate School for Health Practice won more than \$200,000 in a competitive tender to develop a Bachelor of Midwifery targeted at Indigenous students.

The Indigenous Pathways to Midwifery project provides opportunities for Indigenous women with non-traditional academic backgrounds to build academic skills and confidence to succeed in tertiary study. Partners in the project include the NT Department of Health and Community Services, Danila Dilba, the Larrakia Nation, Batchelor Institute of Indigenous Tertiary Education, and the Australian College of Midwives.

The project was funded by the Department of Education, Science and Training as part of the Cross Sectoral Lighthouse Project. These projects aim to develop successful Indigenous Higher Education projects to increase participation of Indigenous students in Higher Education. The project will address long-standing midwifery skills shortages and address these in rural and remote Australia, where they are most acute and where the outcomes of poor standard health care are felt most seriously.

The University's Indigenous Employment Strategy has been established to realise CDU's commitment to improving the participation of Indigenous Australians in Higher Education and to increase the number of Indigenous Australians employed by the University.

Programs that underpin the strategy include the Vice-Chancellor's Indigenous Cadetships, Indigenous Apprenticeships, work experience for local Indigenous students, and the establishment of a network of Indigenous staff across all campuses.

In July 2007, CDU employed its fourth Indigenous cadet through the Vice-Chancellor's Indigenous Career Cadetship. The cadetships assist high-achieving Indigenous students to enrol in and successfully complete an undergraduate degree.

Successful applicants are entitled to an allowance of \$12,000 a year during their 40 weeks of study and will have the opportunity to participate in paid work as an employee of the University for 12 weeks each year.

Also in July 2007, 17 Indigenous apprentices began with CDU as part of the Indigenous Apprenticeship Pilot Program. The apprentices were originally employed on a part-time basis for a period of 24 months. More than 30 per cent, however, gained full-time hours in their work areas within the first six months of their apprenticeships. One apprentice completed the Certificate II in six months and has begun the Certificate III in Information Technology. About 80 per cent of the Indigenous apprentices are based at the Casuarina

campus, with the remainder based at the Katherine and Alice Springs campuses. The apprentices are enrolled in certificate II and certificate III courses in agriculture, business administration, children's services, financial services, horticulture, information technology and warehousing distribution.

The work experience program provides an opportunity for Indigenous students from local high schools aged 15 years or older, to participate in a one-week block work experience within CDU. Students have the opportunity to experience "hands on" practical tasks, as well as learn a range of information and employment skills. The program is designed to enable the students to explore the many career and/or study pathways available to them at the University.



Director of the UNU-IAS, Professor AH Zakri (centre) with CDU Vice-Chancellor Prof Helen Garnett and Deputy Chief Minister, Marion Scrymgour MLA

UNU IAS Centre of Traditional Knowledge launches

The University has advanced its role as a key location for working with Indigenous people and enhancing the broader understanding of and training in Indigenous Knowledge with the launch of the United Nations University (UNU) Institute of Advanced Studies (IAS) Centre of Traditional Knowledge. The centre, which has been supported by the Northern Territory Government, was launched by the Director of the UNU-IAS, Professor A.H. Zakri. The Northern Territory Government has committed \$2.5 million over five years to the centre to further develop the NT's knowledge-based industries. The centre has attracted additional philanthropic funding.

Incorporating Indigenous perspectives and needs into mainstream core business areas

With regard to incorporating Indigenous perspectives and needs into mainstream core business areas, the University continues to include Indigenous perspectives as part of all higher education curricula in the form of a common unit, and provides cultural training to all staff.

Significant Indigenous cultural events are observed annually. The IASU organises activities and events on campus as well as participates in Indigenous cultural celebrations in the community. In 2007, the cultural events associated with NAIDOC, National Day of Healing, commemoration of the 40th anniversary of the 1967 referendum, and Mabo Day were celebrated.



Administrator of the Palmerston campus, Nyree Terry signs on for the Adopt-a-School Program

Campus placements for Indigenous students

CDU offers Indigenous high school students the opportunity to gain an understanding of the skills needed to work in a University environment.

The University has formed a partnership with Career Advice Australia and Local Community Partnerships (LCP) NT under its Adopt-a-School Program to develop programs that will see students across the Territory gaining work placements on campuses. In 2007, students from

high schools in Alice Springs, Tennant Creek, Jabiru, Katherine, Nhulunbuy, Casuarina and Palmerston began work placement programs at nearby University campuses and centres.

The initiative builds on the Indigenous Work Experience Pilot Program undertaken in 2006, during which Indigenous students underwent five-day work placements across the University. The placement included a University induction and exposed students to hands on learning experiences.

Pathways for learning

CDU is the largest provider of tertiary education in the Northern Territory, with around 11 per cent of Territorians over the age of 14 years enrolling for either a vocational or Higher Education offering. Many of these students come from “non-traditional” tertiary backgrounds, such as first-in-family registrants and people who have gained broad life experience before enrolling. The widest array of supported pathways into the institution must be a priority for CDU to live up to its Mission. For this reason, Pathways for Learning is a core component of the Futures Framework.

Pathways for Learning has three broad goals:

- 1] Maximising pathways between components of the post-secondary education spectrum.
- 2] Optimising staff development opportunities.
- 3] Maximising access and educational opportunity for domestic and international students.

Maximising pathways between components of the post-secondary education spectrum

Developing pathways involves the formal consideration of sequential articulation between Vocational Education and Training, and Higher Education qualifications, with multiple entry and exit points. This has been an area of focus for the University over the past two years, with guidelines for mapping pathways from Higher Education to Vocational Education and Training in place. Pathways identification is also a required component of the Higher Education course accreditation and re-accreditation process and articulation pathways for Vocational Education and Training students are identified in the Qualification’s Learning and Assessment Strategy.

Pathways in course groupings have been mapped to enable seamless transitions and multiple entry and exit points – entry depending on prior learning, whether formal or on-the-job, and exit possible at all levels across the Australian Qualification Framework.

A three-year project funded by NT DEET to improve the recognition of prior learning in Vocational Education and Training began in 2007. The first part of this project saw work with the Schools of Tourism and Hospitality and Trades to investigate the business processes and staff skills necessary to successfully undertake recognition of prior learning assessment. The Professional Assessment grade in Higher Education was introduced to facilitate recognition of prior learning in that sector while work continued on the recognition of exit awards and list of such awards was published to the University website.

While work on pathways from VET to HE remains to be completed and awaits national developments, 2007 saw considerable planning work in this area carried out with Batchelor Institute of Indigenous Tertiary Education.

Measurement of both the movement of students along pathways and their success will be a focus for the coming years under the Futures Framework.



Elite athletes, ten-pin bowler Robert Kennedy, sprinter Narelle Long, hockey player Simone Liddy and footballer Tom Frawley, show their enthusiasm for the new partnership at CDU

Elite athletes combine sport and study

Combining sport with study is now a little easier for the elite athletes of the Northern Territory Institute of Sport. The Institute has signed a partnership agreement with CDU that will see athletes given special dispensations when their sporting commitments interfere with study.

Among the elite athletes to attend the signing ceremony was ten-pin bowler Robert Kennedy, in the third year of an information technology degree, sprinter Narelle Long, first year of a sports science degree, and footballer Tom Frawley, who is studying Certificate III in Sport while still in Year 11 at high school.

Interactions have been ongoing with the school sector with major activities in 2007

Letter of Intent signed	<ul style="list-style-type: none"> ▪ 44 schools/community education centres
Visit or attend school course, careers night school and presentations	<ul style="list-style-type: none"> ▪ 13 NT schools, 1088 students ▪ 9 SA schools, 898 students
CDU careers advisers days	<ul style="list-style-type: none"> ▪ 6 NT schools represented and 2 organisations ▪ 14 SA schools represented
Seniors Information Day, Yr 12 Information Day	<ul style="list-style-type: none"> ▪ 5 Darwin schools, 120 students and 9 staff, ▪ 2 Alice Springs schools, 97 students and 10 staff
Futures Leaders Forum NT students	<ul style="list-style-type: none"> ▪ 5 schools - 200 NT students
Secondary school uni visit	<ul style="list-style-type: none"> ▪ 168 students and 7 staff
1 week taster courses: automotive and furniture making, panel beating, aquaculture	<ul style="list-style-type: none"> ▪ 10 schools, 228 students.
Try a Trade Yr 9	<ul style="list-style-type: none"> ▪ 15 Darwin schools, 515 staff and students. ▪ 5 Alice Springs schools, 130 staff and students
CDU Library tour	<ul style="list-style-type: none"> ▪ 90 students
Science and Engineering Challenge (Yr 9-10)	<ul style="list-style-type: none"> ▪ 6 Darwin schools, 112 students and 8 staff, ▪ 4 Alice Springs schools, 96 students and 6 staff

Optimising staff development opportunities

Structuring staff development opportunities so they are of greatest value to both the staff member and the institution has been a focus for the University. CDU has a formal competency framework, and continues to offer training linked to the competencies. Professional development programs in mentoring, succession management and leadership (the latter in partnership with Victoria University) have been established. A draft people strategy document and action plan has been developed along with a workforce planning framework. In 2007, implementation of the Indigenous Employment – Attraction and Retention Strategy was effected through work placement, apprenticeships, cadetships and career and development counselling; more information on these is given in the previous section of this report.

In 2007 a wide range of staff received training on Equal Opportunity and workplace bullying and harassment.

A range of professional development activities targeted at assisting staff achieve the core staff competency of student-centred and innovative teaching was delivered including:

- Offering of the Introduction to Tertiary Teaching program, administrative induction through repeat offering of module TAATAS401A Maintain Information Requirements of Training and support for staff to enrol in the Certificate IV in Training and Assessment.
- Numerous workshops and programs and individual support provided by the Teaching and Learning Development Group and the Academic Planning, Quality and VET Group including in the area of course accreditation and re-accreditation, course design, use of CDU's course management software Learnline, use of plagiarism detection software, employability skills, VET competencies and assessment and moderation strategies.
- Ongoing information sessions for trainers across the campuses of the University including: Developing Learning and Assessment Strategies, assessment tools, RPL, web resources and the 2007 Australian Quality Training Framework.

The Introduction to Tertiary Teaching, the Certificate IV in Training and Assessment and the Graduate Certificate of Education were reviewed in relation to their suitability to provide appropriate staff skilling in the teaching and learning domain.

A workshop on what engages students and an evidence-based approach to implementing change to improve teaching and learning was conducted by Professor Geoffrey Scott (PVC Quality, University of Western Sydney). Additionally, the Visiting Scholar program supported visits from Associate Professor Janice Orrell, Ms Denise Chalmers and Ms Elizabeth McDonald, three senior staff of the national Carrick Institute for Learning and Teaching in

Higher Education, who discussed the Institute and how staff might engage in its programs.

The University continued to participate in a funded Carrick Institute project on educational leadership involving staff with leadership roles in teaching and learning from CDU, the University of New South Wales and Queensland University of Technology. A successful bid to host the 2009 Higher Education Research and Development Society of Australasia Teaching and Learning Conference was made, which will provide opportunities for staff to make presentations on good practice in teaching and learning at CDU.

A support and professional development strategy was developed for staff moving to the Doing VET Better structure, with emphasis placed on team leaders and customer service officers. The program responded to a skills audit undertaken for each team leader against the core competencies of the positions. A Return to Industry Process and Leave Guideline were developed for staff in the VET sector.

The inaugural Vice-Chancellor's Awards for Outstanding Contributions to student learning were made with the University's Teaching and Development Group managing the process and working with applicants.

Robert Schwerdt, School of Tourism and Hospitality, won the 2007 NT DEET Teacher/Trainer of the Year Award and Judith Trezise, School of Creative Arts and Humanities, was runner up in this award category.

The University received two National Carrick Citations for Outstanding Contributions to Student Learning, one to Mark Thiele from the School of Engineering and the other to Nicola Rolls, Greg Williams and Robert Wolff who play a leading role in the University's common unit program.

The University also secured significant funding from the Carrick Institute for Learning and Teaching in Higher Education for an application under the Promoting Excellence Initiative progressed by the Teaching and Learning Development Group which will assist in initiatives supporting staff in their teaching and learning.

Maximising access and educational opportunity for domestic and international students

The establishment of RemoteLink, which supports effective delivery of programs to Territorians living outside Darwin, focused efforts on remote delivery, particularly in VET.

The year 2007 was the first full year of operation of LearnLink programs, which aim to give students the skills, literacy and confidence to access and progress within the tertiary education system. Related to this, both remote and regional Vocational Education and Training delivery targets set in the funding agreements were exceeded.



Director of CDU's Support and Equity Services Elizabeth Macdonald, with Liberated Learning's international manager Keith Bain

New generation of lecture delivery

CDU has joined an international consortium developing technology that will enable the instant delivery of voice-activated lecture material. The new voice-activated computer technology allows students to follow their lecturer's material on a screen as it is delivered. It is an innovation with enormous potential not only for hearing-impaired students and students with physical and intellectual disabilities, but also for the entire student population.

The University signed on with Liberated Learning, a consortium based at St Mary's University in Nova Scotia, Canada that has links with 16 institutions in eight countries. A research group based at St Mary's has been developing the voice-activated computer software for the past seven years in partnership with computer giant IBM, which has developed a software program called ViaScribe.

CDU started using the South Australian Tertiary Admissions Centre (SATAC) for Higher Education admission two years ago. Working with SATAC, the University is studying appropriate entry criteria for non-traditional student groups, including the use of "portfolios" to substitute or augment applications. Early indications are that this can be successful, particularly if the applicant has some experience in tertiary education, such as through Vocational Education and Training programs. This area, too, will continue to be examined.

CDU provides support and mechanisms to help students from disadvantaged backgrounds progress in the post-secondary education environment. The University successfully bid to host a National Disability Coordination Officer, an initiative funded on a highly competitive basis by the Commonwealth Government. The University was also successful last year in joining Liberated Learning, an international consortium which develops and employs educational technology to facilitate access of students with a hearing disability and with application to other students groups.

In a similar vein, structuring staff development opportunities so they maximise value to both the staff member and the institution has been a focus for the University. CDU has a formal competency framework, and training linked to the competencies. Systemisation of needs, participation and outcomes will improve in the coming two years under a project funded by the Commonwealth as part of the Workplace Productivity Programme.

Initial indications of success among equity target groups suggest some improvement in supporting non-traditional registrants in 2007

Characteristic	Category	2006	2007	% change, 2006- 2007
Success (completion) rates of equity target groups for Higher Education	All Higher Education students	77%	78%	1.3%
	People with disabilities	66%	69%	3.6%
	People from a NESB	78%	81%	3.5%
	People from isolated areas	73%	73%	0.0%
	Indigenous	56%	59%	5.6%
Success (completion) rates of equity target groups for Vocational Education and Training	All VET students	71%	73%	2.8%
	People with disabilities	69%	65%	-6.2%
	People from a NESB	63%	66%	4.8%
	People from isolated areas	68%	74%	8.1%
	Indigenous	63%	66%	4.7%



Katherine High School students with skill coaches Byron and Simon from Beare Homes

CDU and industry partners give taste of trades in the Territory

Year nine students from across the Northern Territory have been exposed to many trade careers via an innovative one-day taster program, Try-A-Trade. Held in Alice Springs and Darwin, Try-A-Trade provides the students with half hour, hands-on introductions to trades careers and is supported by CDU, training providers and industry, including the Department of Education, Employment, and Training, Group Training NT, the Territory Construction Association, and other businesses from throughout the NT.

Industry representatives, CDU lecturers and staff provided career snapshots of nearly all trades including electrical, butchery, hospitality, construction, carpentry, hair-dressing and childcare industries.

Professional, globally oriented education and training

CDU exercises a broad mandate to provide professional, globally oriented education and training that supports regional needs and aspirations. The enrolment in CDU offerings has increased at the highest rate in the sector in recent years. The challenge for the University is to meet this pressure for expansion of places while ensuring there is an appropriate breadth and depth of programs, grounded in contemporary educational philosophy and pedagogy, and providing quality learning outcomes and experiences.

These various requirements are reflected in the Futures Framework goals for professional, globally oriented education and training:

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

Provision of education and training that engages with and meets the needs of business, professions and occupations

Stakeholder engagement is an explicit part of course accreditation and offering development at CDU. Feedback is obtained through the operation of industry engagement and course advisory groups, with this input a requirement of the course accreditation and re-accreditation process for Higher Education offerings. A number of Higher Education programs successfully sought renewal of external professional accreditation and details of courses with such accreditation were promoted in SATAC documentation. Evidence of industry and enterprise support and the validation of learning and assessment strategies for new and existing Vocational Education and Training programs have been provided by academic areas and the scoping processes have focused strongly on the development of teaching and learning and assessment processes that meet the needs of industry and individual enterprises.

Vocational Education and Training Industry Satisfaction Surveys were conducted to seek feedback of industry on delivery and administrative processes of CDU. Outcomes of these surveys were fed into a major review of Vocational Education and Training delivery, Doing VET Better, undertaken in 2007.

Recommendations including a reorganisation to a team and divisional structure were approved for implementation in 2008, with work on recruitment of staff, professional

development, budgeting, business processes and governance completed throughout 2007.

Provision of high-quality, student-centred education and training

More than 60 Higher Education courses were accredited or re-accredited through the course accreditation and re-accreditation process. During this process, consideration was given to how courses accommodated a variety of teaching and learning styles and student needs. A total of 22 Vocational Education and Training qualifications were prepared for the Scope process and 12 scoping requests were made to the Department of Employment, Education and Training (DEET). Each scoping process focussed on the development of teaching and learning assessment approaches to meet the needs of students of divergent backgrounds. Discussions also occurred with DEET regarding requirements of the registration process.

Curriculum design work provided through the Teaching and Learning Development Group focused on the programs Bachelor of Laws, Bachelor of Nursing and Enrolled Nursing, Bachelor of Creative Arts and Industries program suite, Bachelor of Commerce, Bachelor of Accounting, Bachelor of Teaching and Learning for online delivery, VET units in the Diploma of Children's Services, Graduate School for Health Practice programs and the Bachelor of Pharmacy.

The collection and use of performance data for Higher Education courses and units was a focus in 2007. Data on retention and success was gathered with a detailed study progressed on attrition and success of different student cohorts in the common units program. The table below illustrates some improvement in retention and success rates for the total CDU cohort.

The Student Experience of Learning and Teaching (SELT) survey was conducted for the specified Higher Education unit (subject) sample. Responses to summaries of quantitative and qualitative outcomes from SELT surveys were obtained from academic areas and a report published to the University website. A new process in relation to the SELT survey was introduced through which academic staff discussed with their supervisor situations where responses from students fell below an identified standard and approaches to improve student experience identified.

In the SELT survey, students are asked to rate their responses to key questions on a Likert scale from 1 (strongly disagree with proposition) to 7 (strongly agree with proposition). The table below illustrates the mean Likert score on the eight core questions of unit SELT surveys derived from responses to all the units in the 2007 and 2006 samples. It is apparent that for most questions the mean score in 2007 has either stayed the same as, or slightly improved on, the 2006 value.

An improved approach to SELT for Vocational Education and Training units was implemented with the production, copying and distribution of SELT forms undertaken by the Academic Quality, Planning and VET Group and circulated to individual lecturers for completion and return.

A new Higher Education course level student experience instrument, My Course Experiences at CDU, was developed and distributed to Higher Education students. The University adopted and trained staff in the use of

the CEQuery tool to facilitate analysis of qualitative comments obtained from student and graduate surveys.

Consolidated information on HE student experience data and other teaching and learning performance data was prepared and considered at the time of course accreditation and also discussed with academic units and with University management and governance groups. VET scorecards were circulated to internal stakeholders identifying performance, regarding delivery targets and selected areas requiring monitoring.

Retention and success rates

	2005/2006	2006/2007
Crude retention rate	0.624	0.640
Crude commencer retention rate	0.509	0.530
Crude progress rate	0.764	0.778

SELT surveys

SELT questions	mean Likert score	
	2007	2006
The teaching of this unit is well organised	5.7	5.7
The delivery of this unit is sufficient for effective learning	5.6	5.5
The teaching stimulates my interest in this unit	5.6	5.6
The unit provides opportunities for participation and sharing of ideas	5.6	5.5
It is made clear what is expected of me	5.5	5.6
The feedback on my work was promptly provided	5.4	5.4
Overall, the assessment of the unit was fair	5.7	5.6
The unit is well taught	5.7	5.6

The University's exclusion rules have been revised and work progressed on the revision of the assessment rules, and the common rules as well as processes relating to recognition of prior learning. A review of quality assurance policy, processes and procedures against national and international standards and regulatory requirements was undertaken to build compliance and quality assurance practice, and reduce risk for the accreditation of programs to be delivered offshore. A review of course accreditation and re-accreditation documentation and support processes also was undertaken with a view to enhancement in 2008.

There were some significant capital infrastructure developments in 2007 to enhance the quality of student learning including the opening of a new multi-media centre.

In relation to Vocational Education and Training, a new state-of-the art bakery facility was opened at the Palmerston campus.

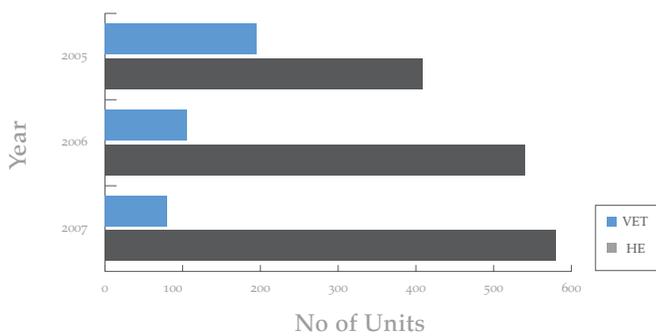
For the second successive year, CDU won the 2007 NT DEET Training Provider of the Year Award as well as the main staff and many individual student awards. This is an indication of the quality of the University's training activities.

Provision of innovative and technology-mediated approaches to teaching and learning that extend the University's capacity to deliver education and training at any time and location

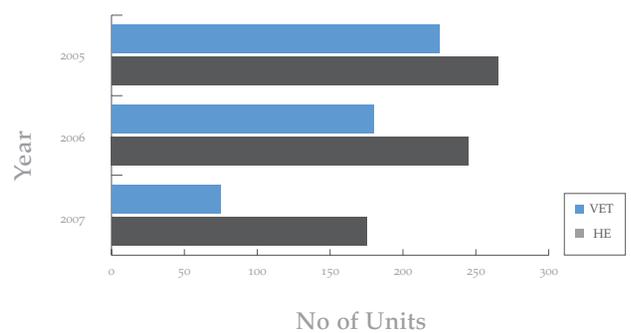
The learning management system Learnline was upgraded. As seen below, Learnline is being used increasingly in delivery at CDU while use of more traditional print materials is diminishing.

Learning management system

Learnline 2005 - 2007



External Print 2005 - 2007





CDU Law lecturer Michael O'Donnell with students Saleha Awan and Carl O'Connor

Law students help to prepare cases

Three students from the School of Law and Business are gaining work experience with the North Australian Aboriginal Justice Association (NAAJA). Second year students Carl O'Connor, Jeremy McGrath and Saleha Awan spend one day a week with the Aboriginal legal service, assisting lawyers to prepare cases, undertake research and observe the court processes. NAAJA expects to continue to take law students on work experience.



Valentine Arrey Besong (second from right) learns the finer points of the cocktail with fellow students at CDU's Karawa Restaurant on Palmerston campus

Arrey prepares for life of adventure

Valentine Arrey Besong left his west Africa home and travelled half way across the world to improve his qualifications and his career prospects. Arrey is spending two years completing the Diploma in Hospitality Management at the Palmerston campus.

He is studying in Australia on a scholarship awarded by THE ICE, Tourism and Hospitality Education - International Centre for Excellence. Not only is Arrey the first Cameroon student to train in hospitality at CDU, he is also the first under an "ICE" scholarship.

A student survey of Learnline was undertaken and the outcomes of this and a previous staff survey were used to develop improvement actions. Processes were put in place to streamline Learnline and print materials production including the creation and introduction of a new template for Learnline units and the establishment of a new “helpdesk” facility to improve responses to staff queries. Learning resource production processes improved with a marked increase in the timely availability of learning materials. Some learning resources of particular note that were developed in 2007 included e-School for the Bachelor of Teaching and Learning, Student Central sites for Creative Arts and Industries and Law, enabling students across a course to engage with each other in a community of practice, an online showcase – “My World Space” for creative arts and industries students that enhances links between industry, the community and the University, and Virtual Hospital as part of Bachelor of Nursing.

Helen Rysavy, of the Teaching and Learning Development Group, together with Jodi Tutty and Barbara White of the School of Information Technology won an Australasian Society for Computers in Learning in Tertiary Education (ASCLITE) award for the Programming Concepts website. This year was the third consecutive year that CDU gained an ASCILITE, award indicating CDU’s capacity to develop high-quality, innovative technology-based learning resources.

A 65 per cent increase in the number of library items available on E-Reserve occurred with an increasing number of Learnline sites linking to the reserve. A new subscription to the Elsevier Freedom Collection provided access to an extra 1800 journal titles in full text. Results of the library website usability project conducted in 2006 were used to update the website.

A Learning Precinct was installed at the Palmerston campus library and more computers made available for student use at the Katherine campus.

The University expanded video-conferencing teaching capacity. CDU engaged in the SkyConnect Interactive Distance Learning project to deliver education satellite video connection to more than 250 remote Indigenous community sites.

CDU enhanced offerings in its summer semester, helping Higher Education students to make an early start on their program or to catch up on academic progression. These and other measures increased the University’s flexibility of provision with just over half the Higher Education load reported on a unit basis being delivered in external mode. This flexibility contributed to a significant increase in Higher Education student subscription achieved in 2007.



Award-winning students Kelly Adams and Mitchell Wooding

Alice CDU students scoop training awards

The achievements of two Alice Springs CDU students have been recognised at the 2007 DEET Training Awards.

Diploma of Children’s Services student Kelly Adams was awarded Vocational Student of the Year. Certificate III in Automotive (light vehicle) student Mitchell Wooding was awarded School-Based Apprentice or Trainee of the Year. Both students are applying their trade at businesses in Alice Springs.

Graduates with the University's graduate attributes, including personal practical knowledge, a world view and citizenship skills who have benefited from workplace and community learning experiences

A customisation of graduate attributes to courses, mapping to units and alignment with learning outcomes and assessment at unit level was progressed for all the Higher Education courses undergoing accreditation or re-accreditation as part of the course accreditation and re-accreditation process. Additional work on implementation of graduate attributes occurred through Teaching and Learning Development Group workshops and membership of course advisory groups, targeted course renewals and contributions to external professional accreditation of the Bachelor of Engineering and Bachelor of Pharmacy degrees.

Enhanced time in the workplace is a feature of the newly introduced Bachelor and Graduate Diploma of Teaching and Learning degrees developed to provide best practice teacher training.

Work integrated learning (WIL) with extension to community based learning (CBL) was made available to students studying for a law degree, while literature reviews of WIL and CBL approaches were initiated in the Schools of Social and Policy Research and Australian Indigenous Knowledge Systems. A Teaching and Learning Development Group Visiting Scholar workshop was held on placement issues, work based assessment, preceptoring and mentoring related to the development of the Bachelor of Pharmacy.

Annual validation of learning and assessment strategies and moderation of assessment tools in VET were undertaken to ensure that employability skills/key competencies requirements of the Australian Quality Training Framework were met.

The International Office conducted seminars for CDU domestic students to promote mobility and provided support to domestic students undertaking study abroad or exchange activities to get overseas experience while undertaking their studies.

Internationalisation

The integration of global and intercultural dimensions into CDU activities across the University represents an internationalisation process that has evolved over an extended period and will continue.

Our diverse international student population and the international focus of a number of research programs continue to expand the global horizons of the University. The international focus of CDU mirrors the diversity of the Northern Territory population and the University has responded to, and embraced local communities in many ways from the language programs in its curriculum to interaction through cultural activities. CDU has agreements or letters of intent with a large and growing number of overseas universities for research, education and training, student and staff exchange and articulation arrangements.



At the opening of the \$1.5 million multi-media centre on the Casuarina campus

Leading edge in creative industries

A multi-media centre, which will foster a new generation of leading edge graduates, has opened on Casuarina campus. The multi-media labs will allow Higher Education degrees in the creative industries to be offered for the first time. New interdisciplinary degree offerings of the Bachelor of Creative Arts and Industries, as well as four specialist creative degrees in new media design, music (classical and contemporary), fine arts and communication, will help to position Darwin, globally, as a city with leading edge capabilities in creative industries. The Bachelor of Creative Arts and Industries will give CDU a new presence in Higher Education and build on the University's considerable existing strength in VET courses in art, music and design. The \$1.5 million multi-media centre was funded by the Federal Government and CDU.

Knowledge to solve complex problems of importance to the communities of our regions

Solving complex problems for our communities

CDU's research expertise is shaped, in part, by its geographical location. With campuses and centres located throughout the Northern Territory, and with Asia to its north, the University is a research leader in the areas of tropical and desert knowledge of the Australian and Asia-Pacific region, with particular focus on Indigenous knowledge.

Although a small institution, CDU staff provide a wealth of necessary research experience and expertise for regional stakeholders and students. As described in the Futures Framework, the University aims to continue and build upon this role. Under the heading of "Knowledge to solve complex problems of importance to the communities of our regions", the University has three broad goals:

- 1] Undertaking research that focuses on the critical needs of our regions, contributing to improved social, cultural, economic, environmental and public health outcomes.
- 2] An institutional research environment designed around our strengths, making it attractive to researchers and research students.
- 3] Research and consultancy capacity being expanded to deliver outcomes to address the unique and complex problems of our regions.

Undertaking research that focuses on the critical needs of our regions, contributing to improved social, cultural, economic, environmental and public health outcomes

In terms of focus, the University's research addresses problems of importance under the themes of:

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

Typically, research teams are formed to tackle complex issues that cross traditional boundaries of individual academic disciplines. The evidence is strong that this approach is succeeding. Arguably, the two strongest measures of University research performance are citation impact and external research income.

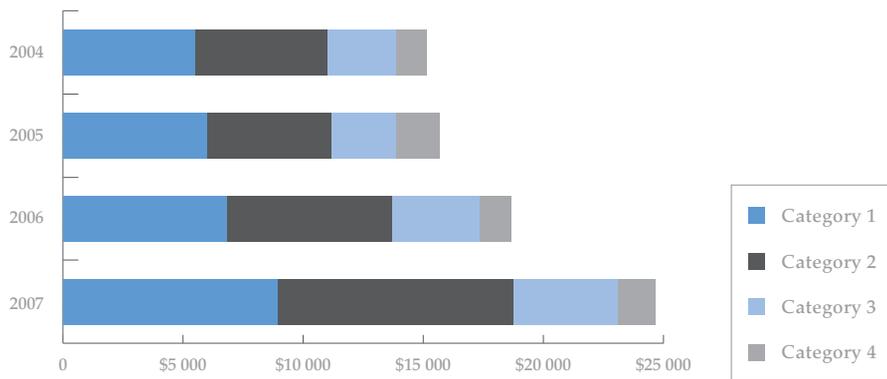
Data for the period 2001-2005 demonstrates that CDU is one of only 10 Australian universities performing above the world average for citation impact. Analysis in progress for the period 2001-2007 is comparing the University's performance in terms of citation impact against Australia's eight sandstone universities at a discipline level. This analysis has been completed for seven disciplines so far with results presented in the table below:

Closely related to citations is external research income. From 2004-2007, CDU's external research income increased from \$15.1 million to \$24.7 million. For the two most recent reference years where sector data are available, the University ranked first (2004) and second (2005) amongst all Australian universities on the measure of total research income per full-time equivalent research staff member.

Citations		
Discipline	Percentile Average*	Average Citations
Ecology	1st	1st
Environmental Sciences	1st	1st
Biodiversity Conservation	1st	3rd
Physics (Atomic, Molecular, Chemical)	1st	3rd
Public, Environmental & Occupational Health	1st	4th
Tropical Medicine	1st	7th
Infectious Diseases	1st	8th

*Percentile Average refers to the average quality of journals that research outputs are published in

Research Income



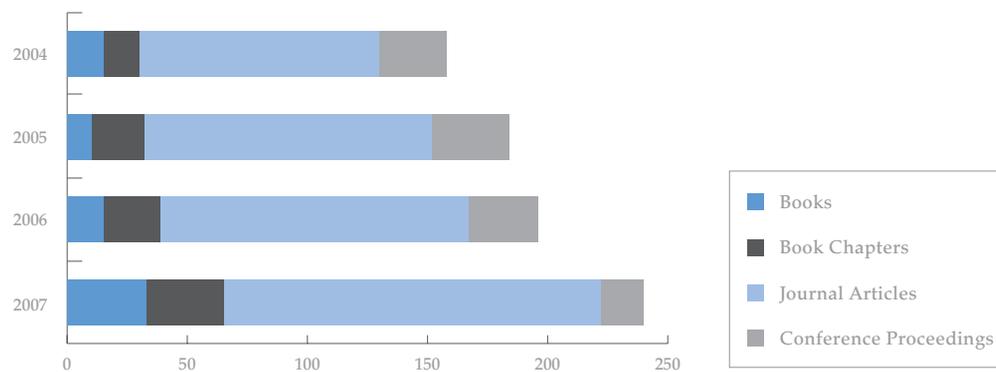
Category 1 = national competitive grants

Category 3 = industry and other funding

Category 2 = other public sector research Funding

Category 4 = CRC income

Weighted Publications



Weighted publications follows a similar trend, with a substantial increase over the period 2004-2007.

As further evidence of the University's standing in research in Australia, the Good Universities Guide 2007 awarded CDU a four-star rating for research intensiveness. A summary of key performance parameters appears on the following page.

Summary of key performance parameters

	Category	2006	2007	% Change, 2006-2007
Research income (\$'000)	Total	\$18,669	\$24,681	32.2%
	Category 1, National competitive grants	\$6814	\$8915	30.8%
	Category 2, Other public sector research funding	\$6903	\$9827	42.4%
	Category 3, Industry and other funding	\$3608	\$4346	20.5%
	Category 4, CRC income	\$1344	\$1593	18.5%
Higher Degree by Research completions	Total	14	36	157.1%
	PhD	11	25	127.3%
	Masters	3	11	266.7%
Higher Degree by Research load, EFTSL	Total	145.8	146.0	0.2%
	PhD	126.3	126.9	0.5%
	Masters	19.5	1.2	-1.8%
Weighted publications	Total	195.7	239.2	22.2%
	Books	15.0	33.0	120.1%
	Book chapters	24.0	31.7	32.0%
	Journal articles	128.0	156.8	22.5%
	Conference proceedings	28.8	17.7	-38.5%

The University's capacity to deliver outcomes to address the unique and complex problems of our regions is reflected in recent major research projects for which funding was received in 2007, including:

Tropical Rivers and Coastal Knowledge (TRaCK), \$30 million

TRaCK was established as a research hub in 2007 under the Commonwealth Environment Research Facilities Program and involves a consortium of six partners across northern Australia. TRaCK aims to provide the science and knowledge governments, communities and industries need for the sustainable use and management of Australia's tropical rivers and estuaries.

Seven interconnected research themes have been identified: evaluating scenarios; values and assets; classifying tropical rivers; water, carbon, sediment and nutrients; food webs and biodiversity; sustainable enterprises; and communicating and integrating.

Accelerated Literacy Program, \$8 million

Funded by the Northern Territory Government, the Accelerated Literacy Program aims to reach the full cohort of high-need students in the network of Northern Territory government schools. A high-need student achieves at least two years below benchmark literacy levels. On available data, this translates to about 10,000 Indigenous students.

The objectives of the plan are to take Accelerated Literacy "from the lab" to proof of concept through to full system introduction. By the end of 2008, it is anticipated that Accelerated Literacy programs will reach 10,000 high-need students in 100 Territory schools through 700 trained teachers.

Let's Start Indigenous Preschool Project, \$1.6 million

Let's Start is an early intervention program for preschool-aged Aboriginal children assessed as at risk.

Groups of children and their parents attend a structured program of group work over one school term. It assists children to negotiate successfully the transition from preschool to early primary school, to improve the social competencies of children, and the strategies and competencies of parents. The evaluation aspect of the project measures program outcomes with a particular focus on factors leading to improved behaviour outcomes at school. This project is funded by the Australian and Territory governments, and the Cooperative Research Centre for Aboriginal Health.



Northern Territory Department of Health and Community Services staff member Ted Murphy with CDU's Head of the School of Health Science, Professor Sandra Speedy, and the Dean of Education, Health and Science, Professor Graham Pegg

Nursing course claims a world first

CDU has created the world's first online teaching hospital, which allows student nurses to admit and care for patients in a "virtual hospital".

The vHospital allows nurses to care for patients, from triaging them in the emergency department through the patient journey to definitive treatment and discharge. Already six "patients" have been scoped for the vHospital with a variety of ailments ranging from an enlarged prostate to kidney disease, diabetes, heart problems, breast cancer and a fractured hip.

The CDU vHospital evolved from the need to produce authentic learning material for the nursing course's many external students.

CDU is one of only two universities in Australia offering the Bachelor of Nursing degree through external studies, particularly to meet the needs of rural and remote students.

Abracadabra! \$680,000 to improve literacy through technology

Funded by the Telstra Foundation, this project addresses literacy and numeracy levels in Indigenous children aged between four and eight years. It uses an interactive web-based multimedia tool called “Abracadabra”. This tool complements an existing literacy intervention, the Accelerated Literacy Program, both of which are proven to be successful in dramatically improving literacy outcomes, especially for remote and Indigenous students.

PneuMum: An RCT of maternal pneumococcal vaccination for protection of Indigenous children from ear disease, \$675,000

This trial aims to find out if pneumococcal vaccination for Australian Indigenous mothers, in the last few months of pregnancy or at delivery, can prevent ear disease in infants. This project is funded by the National Health and Medical Research Council of Australia.

An institutional research environment designed around our strengths, making it attractive to researchers and research students

The continued improvement in research performance described previously in this section depends on the University having an attractive research environment.

The University undertakes a Postgraduate Survey on Quality of Supervision and Resources to help inform improvements in the research environment. Overall, 70.8 per cent of respondents were satisfied (48.4 per cent) or very satisfied (26.6 per cent) with their candidature at CDU, 3.1 per cent were very dissatisfied, 12.5 per cent were dissatisfied and 9.4 per cent were neither satisfied nor dissatisfied. In response to the question on overall effectiveness of supervision, 71.9 per cent of respondents indicated that they were satisfied (29.7 per cent) or very satisfied (42.2 per cent), with 18.8 per cent reporting that they were dissatisfied (9.4 per cent) or very dissatisfied (4.7 per cent).

Areas where CDU appeared to be doing particularly well (≥ 75 per cent satisfied or very satisfied) in supervision include:

- Independence to plan own project – 85.6 per cent.
- Extent to which student can raise issues of concern – 76.6 per cent.
- Quality of feedback on work completed – 75 per cent.

To improve the effectiveness of supervision, the University has begun half-day supervisor workshops and has made attendance a requirement of addition to the register of supervisors.

The University Research Panel has remained committed to supporting a strong institutional research environment and in 2007 allocated more than \$3 million in research infrastructure grants, project grants, scholarships and a range of other schemes to research groups and individuals within the identified areas of strength.



Dr Iain Field releases a tagged shark

Project to protect pristine reefs

Data generated from a major collaborative marine biological survey conducted off the Kimberley coast of Western Australia will be used to help protect one of the world’s pristine coral reef environments.

Research fellow Dr Iain Field is one of the team of scientists who identified the Rowley Shoals as a global benchmark for coral reef conservation with his research focusing on reef shark populations. This collaborative project brings together researchers from the Australian Institute of Marine Science, Western Australian Government Department of Conservation, and CDU, and has been partially funded by the Australian Government Department of Environment and Water Resources. The overarching survey will be vital to the successful future management of the Rowley Shoals Marine Park and the Commonwealth-managed Mermaid Reef National Marine Nature Reserve.

Research and consultancy capacity being expanded to deliver outcomes to address the unique and complex problems of our regions

As reported in the earlier section on external research income performance CDU's research grant and consultancy income increased from \$15.1 million to \$24.7 million during 2004-2007.

Importantly, more than 98 per cent of the income received was aligned with the University's identified research foci.

In addition, the University Research Panel is investing more than \$500,000 a year in key research staffing positions to enable and/or increase expansion in identified areas of need.

Significant effort was dedicated in 2007 to building and strengthening partnerships with key institutions in East Timor, eastern Indonesia, Malaysia, Pakistan and India. This has resulted in new collaborative research projects being developed and in the Pakistan Higher Education Commission awarding full scholarships to about 10 students to undertake their studies at CDU.



Children test the web-based software learning program, Abracadabra

Abracadabra! A literacy solution for early childhood

A unique early childhood intervention project being undertaken in Northern Territory schools from 2008 will look to address education outcomes for Aboriginal people in early childhood years. Abracadabra! is the software program that will be tested in a project led by the School for Social and Policy Research and funded by the Telstra Foundation.

Abracadabra! is an interactive web-based software program that engages children and improves base literacy skills, including listening and reading comprehension, letter-sound knowledge and phonological blending.



Dr Corey Bradshaw, of the Institute of Advanced Studies, a leading researcher in the study

Native forests reduce risk of catastrophic floods

A paper published in the journal *Global Change Biology* and highlighted in *Nature* magazine has provided tangible evidence of a strong link between deforestation and flood risk. Using data from 56 developing nations in Central/South America, Africa and Asia, researchers from CDU's Institute of Advanced Studies and the National University of Singapore correlated information on flood frequency and severity with country-specific forest data.

After controlling for differences in rainfall, elevation, soil moisture and degraded areas, flood risk was strongly correlated with increasing deforestation. The models constructed predicted a four to 28 per cent increase in flood frequency with only a 10 per cent increase in deforestation. The researchers also found that only the amount of native forest was correlated with reductions in flood risk. Plantation forests had the opposite effect.

Expanding our capacity through partnerships

Creating and sustaining partnerships to enhance capacity and reach is essential for CDU to achieve its Vision.

Expanding our capacity through partnerships is a formal component of the Futures Framework, with the following objectives:

- Establish value-adding partnerships across all benchmark areas.
- Meaningful stakeholder engagement as a fundamental principle of core business activities.
- Development of economics of scale through partnerships to enable work to be undertaken that would otherwise have not been possible in our region, which is of direct benefit to our region.

These objectives are well reflected in the descriptions of work in other Futures Framework areas. CDU spent some effort in 2007 discussing and developing an

overarching framework and strategic framework to guide engagement and partnerships with key stakeholder groups, such as Indigenous communities. There also has been expanded effort towards engaging alumni and philanthropic organisations, including through the Charles Darwin University Foundation. Cash donations received through the Foundation increased from \$656,000 in 2006 to \$830,000 in 2007. Establishment and maintenance of value-adding partnerships will continue to be an area of focus in coming years.

Charles Darwin University–Northern Territory Government Partnership Agreement

The Charles Darwin University–Northern Territory Government Partnership Agreement enshrines one of the University’s most important relationships, that with the Territory

government. The second Partnership Agreement began on 1 January 2007, and acts on all the objectives described above. The five-year agreement was developed in line with recommendations from the review of the expiring agreement, and was informed by extensive stakeholder consultation, and the strategic priorities of both parties. The key objectives of the Charles Darwin University – Northern Territory Government Partnership Agreement 2007/2012 are:

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



Leading Italian guitarist and conductor Carlo Barone (left) performs with Dean of the Faculty of Law, Business and Arts Adrian Walter

International Guitar Festival grows

Music-lovers travelled from throughout the world to attend the Seventh Darwin International Guitar Festival hosted by CDU.

Leading Italian guitarist and conductor Carlo Barone worked with the Charles Darwin University Chamber Orchestra in preparation for their featured Festival performance with soloists Karin Schaupp and Adrian Walter.

This year’s event also welcomed several more international artists to Australia for their first visit. In particular, Gentil Montana (Colombia), Carlos Barbosa-Lima (Brazil) and Eduardo Fernandez (Uruguay) who brought an exciting South American focus to the concert series.

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

- Environmentally sustainable development: To integrate environmentally responsible practices into policy development, program design and service delivery – meeting the Northern Territory's current needs without compromising the availability of resources for future generations.

Some of the highlights of the partnership agreement during 2007 include:

Professional development opportunities for teachers

The Department of Employment, Education and Training has collaborated with the University to develop, design and deliver three new courses that provide NT teachers with relevant and

contemporary course materials and professional development opportunities. The courses are in sync with the future directions for Territory schools including the Graduate Certificate in ICT, the Teaching Schools Program and the Middle Years Postgraduate Units.

Sustainable natural resource management in an era of climate change

In response to the global movement to understand and address climate change, and the importance of the NT's response to climate change, the government and University have joined forces to address challenges and opportunities arising from the climate change issue under the Sustainable Terrestrial and Aquatic Resources Schedule of the Partnership Agreement.

A series of collaborative public seminars and workshops has been conducted to explore the effects of climate change on NRM policy and design.

Co-operative coastal and marine research and training in Timor Leste

The Timor Leste Government has funded a multi-agency, collaborative marine research and training program based primarily in the NT. The program will assist in conservation and sustainable marine resource development and management.

CDU and NTG activities in Timor Leste have increased local government capacity to better plan and monitor strategic sustainable marine conservation.

The activities undertaken by University and NTG staff also aim to build more effective working relationships with our nearest neighbours and tertiary institutions across Australia.



Generation Y specialist Peter Sheahan addresses the September Symposium

Symposia generate intense interest

Both Charles Darwin Symposia sparked significant public interest and robust debate. The May Symposium, held on Casuarina campus, focused on the topic "Securing Territorians' rights: Statehood and a bill of rights?" A range of national and international speakers debated these important constitutional issues.

The September Symposium, held at Alice Springs, was on the topic "A skilled workforce for regional and remote Australia: Keeping, attracting, training".

Keynote speaker was Generation Y specialist Peter Sheahan, who has established a globally recognised brand as an expert in workforce trends and generational change.

The Charles Darwin Symposia Series has become a regular part of intellectual life in the NT. It operates as a partnership between the University, the NT Government and the Australian National University.

Coastal and marine resource management intensive training course

As an education and training initiative under the Partnership Agreement, the Marine Biodiversity Group (MBG) coordinated the two-week, intensive Coastal and Resource Management Unit for the School of Australian Indigenous

Knowledge Systems in February. A range of specialist lectures was presented on tropical marine ecosystems (physical processes, species, habitats), fisheries, aquaculture, marine pests, law, planning, policy and Indigenous sea country planning and management, from a range of NT coastal and marine experts, including NRETA, NT Fisheries, the

Australian Institute of Marine Science, National Oceans Office and the Northern Land Council.

Under the partnership, the Territory's training needs for coastal and marine management are being met with a particularly valuable focus on the critical role of Indigenous sea country planning in achieving successful coastal management.



Deputy Administrator of the NT, Ms Pat Miller AO delivered the Alicia Johnston Memorial lecture during the International Women's Day function

Alice Springs hosts International Women's Day function

Charles Darwin University's Alice Springs campus, in conjunction with the Northern Territory Government, hosted a luncheon for more than 100 guests as part of International Women's Day celebrations.

Held at CDU's Desert Lantern Restaurant, the event titled "A tribute to NT women: Their lives and opportunity", celebrated and showcased the achievements of key women in the community.

Guests listened to the achievements and challenges of four notable women in the Territory community.

Wilcox and Turner head Garma Key Forum line-up

Former Federal Court Judge Murray Wilcox and CEO of the new National Indigenous Television Corporation Pat Turner AM were among the high-profile speakers at the Garma Key Forum.

On the theme "Indigenous health: Real solutions for a chronic problem", the Forum attracted around 500 Indigenous and non-Indigenous leaders and decision-makers from the community, business and government, as well as educators and practitioners.

The three-day Key Forum is organised by CDU and is a central feature of the Yothu Yindi Foundation's five-day Garma Festival of Traditional Culture. The Garma Festival is an annual celebration of cultural traditions and practices held near Nhulunbuy in north-east Arnhem Land.

The Forum offered a program of 15 workshops on topics such as the importance of traditional midwifery, building cultural security into health delivery services, men's health, addressing the social factors that lead to poor health, and substance abuse – detriments to quality of life.



Michael Dionysiou, Christine Cothenet, Varun Nair (first year engineering students) with Chantal Petitclerc

Champion launches Alcan scheme

More than 100 engineering students turned out to hear mining giant Alcan launch its PlanA scholarship and mentoring scheme at CDU. They were also entertained and inspired by motivational speaker Chantal Petitclerc, Alcan's Goodwill Ambassador who travels the world for the company.

Ms Petitclerc, a Canadian athlete who has won 10 gold medals from the past three Paralympic Games, told the students of the challenges in life that create new directions. She outlined her experience of becoming a professional Paralympian after her life changed through a spinal cord injury at age 13.

The Alcan scheme encourages students to sign on with the company while still at University.

CDU is among 10 Australian universities selected for PlanA, which will see students selected for scholarships, mentoring and other schemes designed to develop their talents as engineers and business people.



Ray Martin launches hearing service to help address Indigenous Health issues

Ray Martin launches hearing project

Prominent journalist Ray Martin launched a new hearing information service during a family fun day at Menzies School of Health Research.

Mr Martin launched the internet program EarInfoNet, which assists with hearing damage.

Two in every three young Aboriginal children suffer from some form of ear damage and the NT has the highest rate of ear disease in the world. Under the EarInfoNet program, doctors, researchers, parents, nurses and anyone involved with Indigenous health can access information about ear problems through a website.

The EarInfoNet website is compiled by the Menzies School of Health Research in association with the School of Indigenous Studies, at Edith Cowan University in Western Australia, and the Cooperative Research Centre for Aboriginal Health.

The major sponsor of EarInfoNet is Melbourne businessman Richard Pratt, who promised \$1 million to help fix Indigenous health problems.

External Relations, Alumni and Development

The CDU Foundation is a valuable interface between the community and CDU, and continues to build relationships across the Territory. While the main order of business in 2007 was to raise funds, the Foundation laid down plans for an ambitious fundraising campaign in support of key developments that will benefit the University and our communities. One of the main projects will be the redevelopment of the University Theatre, the home of the Darwin Symphony

Orchestra, the Darwin Youth Orchestra and used by many international artists. The redevelopment will create a contemporary performing arts facility.

Donation highlights for the year include:

- Telstra Foundation - \$750,000 over three years in support of the School for Social and Policy Research, Abracadabra project which aims to improve literacy skills and education outcomes among four to eight-year-old Northern Territory school children, particularly targeting Indigenous students.
- Power and Water - \$160,000 to support the Power and Water Foundation Chair in Civil Engineering and engineering scholarships.
- Two individual gifts
- \$100,000 from the Carment family to support the Maxwell Carment Honours Scholarship.
- \$100,000 anonymous donation to support an annual prize for exceptional staff contributions to the life of CDU.
- ConocoPhillips - \$70,000 for various activities.



The \$84,000 Isuzu truck to be used in training apprentices

Isuzu gives CDU its pride of fleet

Automotive apprentices studying at CDU have received a boost with an \$84,000 corporate donation from one of the industry's leading vehicle manufacturers.

Isuzu Australia Limited donated a FRD 525 truck for exclusive use of CDU's automotive trainees and apprentices. The Isuzu FDR 525 truck is a pilot model which is fitted with a common rail diesel engine, air over hydraulic brakes and electronically controlled air suspension.

- The Westpac Foundation - \$53,412 in support of the Learning Research Groups "Little people, big people make stories" research project.
- Helen and Bori Liberman Family Trust - \$50,000 in support of the Graduate School for Health Practice.
- Myer Foundation - \$50,000 in support of the Graduate School for Health Practice.
- The Darwin Greek community continues to provide valued support for the University's Greek Language and Culture Program and donating \$34,385 this year.
- Two in-kind donations to the VET and trades area
 - Isuzu truck valued at \$84,000
 - Two Caterpillar engines valued at \$70,000.
- The George Alexander Foundation - \$48,000 for student scholarships.
- A number of scholarship programs supported through the NT Government partnership with CDU, were instigated, including Department of the Chief Minister, Department of Corporate and Information Services, Department of Planning and Infrastructure, and NT Treasury.

This year also saw the continued support for a variety of memorial scholarships and prizes, such as the Alicia Johnson Memorial Fund. A total 84 scholarships were offered 2007 of which 72 were awarded. Some 1998 new alumni members were welcomed in 2007, bringing the total of registered and active alumni to 6061.

Infrastructure and Facilities

Success in the Futures Framework initiatives requires quality infrastructure and facilities. Charles Darwin University has pursued an aggressive program of infrastructure development in recent years, with 2007 being no exception.

Systems and technology

By national benchmarks, the administration component of the University is relatively lean. Managing institution resources, providing a good level of customer service and meeting compliance needs in this context requires a strong focus on technology and automation of high-volume transactions. Changes in how students integrate learning with other aspects of their lives also have required a systems focus from the University. In 2007, around one-half of Higher Education unit enrolments were external / distance, highlighting the need for technology to support educational delivery.

In terms of systems development, realisation of the team-based Doing VET Better delivery model only occurs with strong underlying information technology to address administrative and reporting needs. In particular, the Student Management System (Callista) was modified extensively to support local management of delivery, in areas such as enrolment, assessment and management of delivery locations and staff. These developments were undertaken in partnership between the University, the Batchelor Institute of Indigenous Tertiary Education (BIITE) and Callista, the latter contributing significant funds of its own to VET-specific developments that enhance the product generally. The Australian Government also contributed funding to the venture, supporting developments that improved the ability of BIITE and the University to collaborate in tertiary education.

Many VET-specific developments have currency in the Higher Education business, in areas such as management of sponsored students.

Other systems and technology highlights from 2007 include:

- Movement of the final major area of the University, the Faculty of Education, Health and Science, on to central systems and infrastructure. The migration was significant, as the Faculty represented around one-third of all computer users at the University. Supporting the migration was the further rollout of management support through systems such as Trim (records management) and OpenView (helpdesk), and adoption of an ITIL approach to systems support by the central Information Technology and Management Support division.

\$5 million tagged for new sporting facilities

The Australian Government has allocated \$5 million to construct stage one of a sport and recreation precinct at the Casuarina campus.

The funding will help to establish a precinct that will provide sport and recreation amenities for students and the Darwin region more broadly. The first stage will include expanding the University Gym facilities. CDU will work with local government to include aquatic facilities in the future.

The funding was made available under the Voluntary Student Unionism Transition Fund.

Associated with this, plans are under way to build a new medical centre on the Casuarina campus as part of Precinct. The medical centre will be built using \$400,000 in funding awarded by the Australian Government to the University under the Support for Small Businesses on Regional University Campuses Program.

- Continued development of Activity Based Management and Budgeting systems, with support from the Australian Government via the Workplace Productivity Programme. These tools are now at the heart of financial management in all areas of the University.
- Improvement of disaster recovery systems via some data replication between campuses. Significant improvement in disaster recovery capacity will take place in 2008, with dedicated facilities established at the University's Palmerston campus.

Capital Developments

The University has received welcome support from both the Australian and Territory governments for capital improvements.

Highlights in 2007 included:

- The opening of the new Higher Education building at the Alice Springs campus.
- Completion of the construction of a new teaching bakery and refurbishing areas of the teaching kitchens at the Palmerston campus.
- Commencement of the "Way Finding" project, which, when completed in early 2008, will provide a new precinct model for the Casuarina campus and new signage.
- Construction of new Learning Precincts at the Palmerston and Katherine campuses, and
- Opening a new Multi Media Laboratory on the Casuarina campus.

The end of 2007 sees the University in the midst of two major developments on the Casuarina campus:

- Development of a new Sport and Recreation Precinct, supported by the Voluntary Student Union Transition Fund. The Precinct also will include a new Medical Centre, offering preferential services to student and staff.
- Construction of a new Administrative Building.
- Construction of a new central goods receipt and store.
- Major refurbishments to a number of buildings to improve teaching and learning facilities for the Arts, Humanities and Vocational Education and Training streams, and
- Major up grades also will be undertaken on the fire fighting ring main, storm water and sewerage systems.



The \$7 million building was funded by the NT and Australian governments

Alice Springs Higher Education building opens

Higher Education students in Central Australia have a new home with the opening of a \$7 million building at the Alice Springs campus.

The building has been designed specifically to deliver Higher Education to Central Australian communities and offers a hub of resources for more than 30 staff and 190 undergraduate, postgraduate and research students, some of whom work collaboratively with research and brokerage institution Desert Knowledge CRC. It includes multi-media equipped lecture theatres, class, tutorial and research rooms.

The double-storey building is an earthy, sculptural design that responds to the rocky landscape of Central Australia. Deeply recessed, minimal glazing on the west façade reflects the opening of layered rocks and echoes the tones of the distant McDonald Ranges.

The project was jointly funded by the Territory and Australian governments.

Summary of Financial Statements

Charles Darwin University and its controlled entities

Income Statement for the year ended 31 December 2007

	Consolidated		Parent	
	2007 \$'000	2006 \$'000	2007 \$'000	2006 \$'000
Revenue from Continuing Operations				
Australian Government Financial Assistance	60,360	51,210	52,495	46,215
Australian Government Grants				
HECS - HELP Student Payments	3488	2586	3488	2586
HECS - HELP Australian Govt Payments	11,317	9469	11,317	9469
NT Government Financial Assistance	56,262	54,383	52,315	50,613
Fees and Charges	14,223	11,805	13,142	9259
Investment Income	4848	3675	3663	2982
Consultancy and Contracts	14,322	10,745	10,887	7558
Gains/(Losses) on disposal of assets	140	651	136	378
Other Revenue	20,017	15,019	17,142	13,415
Total Revenue from Continuing Operations	184,977	159,543	164,585	142,475
Expenses from Continuing Operations				
Employee Benefits and On costs	96,765	88,027	85,472	79,099
Depreciation and Amortisation	9583	9556	9328	9352
Repairs and Maintenance	8093	6799	7942	6709
Finance Costs	38	63	38	63
Investment Expense	2	-	-	-
Bad and Doubtful Debts	588	402	584	399
Other Expenses	55,477	49,212	50,218	43,754
Total Expenses from Continuing Operations	170,546	154,059	153,582	139,376
Operating Result before Income Tax Expense	14,431	5484	11,003	3099
Income Tax	-	-	-	-
Operating Result from Continuing Operations	14,431	5484	11,003	3099
Operating Result after Income Tax for the period	14,431	5484	11,003	3099
Operating Result attributable to members of Charles Darwin University	14,431	5484	11,003	3099

Charles Darwin University and its controlled entities

Balance Sheet for 31 December 2007

Assets	Consolidated		Parent	
	2007 \$'000	2006 \$'000	2007 \$'000	2006 \$'000
Current Assets				
Cash and Cash Equivalents	84,727	13,052	63,428	11,076
Receivables	7279	12,557	6254	9666
Inventories	571	481	571	481
Other Financial Assets	-	43,220	-	33,302
Other Non-financial Assets	9024	9985	3227	4699
Total Current Assets	101,601	79,295	73,480	59,224
Non-Current Assets				
Inventories	3253	2472	3253	2472
Property, Plant and Equipment	302,195	228,861	301,171	228,007
Investment Property	230	-	-	-
Other Financial Assets	328	257	-	-
Total Non-Current Assets	306,006	231,590	304,424	230,479
Total Assets	407,607	310,885	377,904	289,703
Current Liabilities				
Trade and Other Payables	12,649	13,038	12,289	12,730
Borrowings	352	445	352	445
Provisions	12,118	11,728	10,808	10,663
Other Liabilities	11,104	6627	670	977
Total Current Liabilities	36,223	31,838	24,119	24,815
Non-Current Liabilities				
Borrowings	-	352	-	352
Provisions	2165	1552	2072	1389
Total Non-Current Liabilities	2165	1904	2072	1741
Total Liabilities	38,388	33,742	26,191	26,556
Net Assets	369,219	277,143	351,713	263,147
Equity				
Reserves	143,447	66,286	143,238	66,159
Restricted Funds	14,438	9604	14,438	9604
Accumulated Funds	211,334	201,253	194,037	187,384
Total Equity	369,219	277,143	351,713	263,147

Charles Darwin University and its controlled entities

Statement of Changes in Equity for the year ended 31 December 2007

	Consolidated		Parent	
	2007 \$'000	2006 \$'000	2007 \$'000	2006 \$'000
Total Equity at the beginning of the financial year	277,143	266,208	263,147	254,601
Impairment Losses	-	(1)	-	-
Revaluation Increment/Decrement on:				
Land	3872	845	3872	845
Land Improvements	(754)	185	(754)	185
Buildings	70,966	4093	70,966	4093
Demountables	252	(20)	252	(20)
Library Collection	1194	340	1194	340
Work of art	(51)	-	(51)	-
Plant and Equipment	2084	-	2084	-
Investment	82	9	-	4
Net Income Recognised Directly in Equity	77,645	5451	77,563	5447
Operating Result for the Period	14,431	5484	11,003	3099
Total Recognised Income and Expense for the Period	92,076	10,935	88,566	8546
Total Equity at the end of the Financial Year	369,219	277,143	351,713	263,147
Total Recognised Income and Expense for the Year is Attributable to: Members of Charles Darwin University	14,431	5484	11,003	3099

Charles Darwin University and its controlled entities

Cash Flow Statement for 31 December 2007

	Consolidated		Parent	
	2007 \$'000	2006 \$'000	2007 \$'000	2006 \$'000
Cash Flows from Operating Activities				
Australian Government Grants received	71,873	60,679	63,812	55,684
NT Government Grants received (incl of GST)	61,338	59,077	57,337	55,525
HECS-HELP Student Payments	3488	2586	3488	2586
Receipts from Student Fees and Other Customers	58,876	27,473	46,958	22,946
Interest Received	4840	3675	3663	2982
Payments to Suppliers and Employees (incl. of GST)	(166,180)	(142,441)	(150,980)	(129,289)
Cost of Finance Paid	(38)	(63)	(38)	(63)
Net Cash Provided by / (Used in) Operating Activities	34,197	10,986	24,240	10,371
Cash Flows from Investing Activities				
Proceeds from Sale of Plant and Equipment	162	287	158	262
Proceeds from Sale of Shares	60	490	48	217
Proceeds from Investment Property	7	-	-	-
Payments for Property, Plant and Equipment	(5526)	(13,236)	(4951)	(13,016)
Net Cash Provided by / (Used in) Investing Activities	(5297)	(12,459)	(4745)	(12,537)
Cash Flows from Financing Activities				
Principal Repayments on Interest Bearing Liabilities	(445)	(521)	(445)	(521)
Net Cash Provided by / (Used in) Financing Activities	(445)	(521)	(445)	(521)
Net Increase / (Decrease) in Cash and Cash Equivalents	28,455	(1994)	19,050	(2687)
Cash and Cash Equivalents at the Beginning of the Financial Year	56,272	58,266	44,378	47,065
Cash and Cash Equivalents at the End of the Financial Year	84,727	56,272	63,428	44,378

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.

Five standing committees assist Council in carrying out its responsibilities:

- 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 Risk and Review Committee monitors systems of accountability implemented by the University, reviews management practices and performance of the University, and oversees risk management.
- External Audit Compliance Committee reviews and oversees the execution of proposed plans of the Auditor General, ensures that no

restrictions are placed on external audit, and ensures that relevant accounting standards are followed.

- Nominations Committee oversees nominations for Council members and senior management appointments.
- Honorary Degrees Committee provides advice to Council in relation to honorary awards, as well as making specific recommendations to Council for such.

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.

CDU governance best practices

The University must be compliant with the National Governance Protocols.

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

During 2007, the performance of individual Council members was reviewed and Council members in turn reviewed both the Chancellor & Vice Chancellor's performance.

Council members took part in workshops on their roles and responsibilities as members of the University's governing body.

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

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

- monitor the performance of the Vice-Chancellor
- approve the mission and strategic direction of the University
- approve the budget and business plan of the University
- 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 adequately discharge its responsibilities and duties via the following membership:

- Chancellor (appointed by the Council)
- 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 Higher Education academic staff
- One person elected by and from the

full-time Vocational Education and Training academic staff

- One person elected by and from the undergraduate students
- 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)
- 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 and events, and local functions planned around the rotation of Council meetings between University campuses.

Written code of ethics

The University has a written code of ethics based on four ethical principles:

- **Integrity:** earning and sustaining public trust by being honest, open and transparent in all dealings and by acting in the best interest of communities served by the University
- **Respect:** treating colleagues, students, stakeholders and the broader community with respect and courtesy, and having regard for the dignity and needs of the people with whom staff members interact

- **Accountability:** taking personal and professional responsibility for actions, and achieving results through the best use of University financial and physical resources and by working effectively with people
- **Service focus:** demonstrating a spirit of service to clients, colleagues, students, stakeholders and the broader community, and by valuing the views of these groups and using them to improve service quality.

Particular expectations of the behaviour of Council members are set out in the University Council Governance Charter.

The University maintains high ethical standards for research and teaching involving animals and humans. The University's code of conduct for research forms the basis of an ethical approach to research. The code sets out requirements regarding data, statements of authorship and other issues. The University has two ethics bodies with responsibility for human research ethics and animal ethics, which monitor all ethical considerations associated with research carried out under the auspices of the University. Any University staff or students intending to conduct research involving animals or which may impact on humans or animals must obtain ethical clearance.

Overseeing risk management and internal audit

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

The "Risk Register" was reviewed in 2007 in light of the University's strategic directions.

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

Satisfactory health and safety measures in place

The University takes a proactive risk-management approach to 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 Management 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.

Freedom of Information

The University is committed to protecting the privacy of staff, students and other stakeholders. The University privacy statement contains the policy for managing personal information collected. This is part of 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 Freedom of Information requests in 2007.

Council members



Mr Richard Ryan AO

Chancellor

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

Justice Sally Thomas AM

Deputy Chancellor

Justice Thomas has held the position of Deputy Chancellor since foundation in 2003. She is a Judge of the Supreme Court of the Northern Territory. Justice Thomas sits on the Nominations Committee and the Honorary Degrees Committee.



Professor Helen Garnett PSM

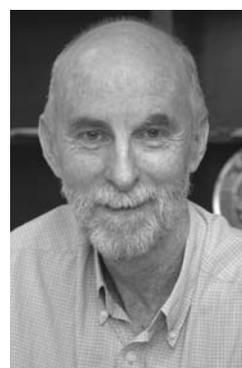
Vice-Chancellor

Professor Garnett has been Vice-Chancellor since foundation in 2003. She sits on the Nominations Committee and the Honorary Degrees Committee, and is an invited member of the Finance, Risk and Review Committee.

Professor David Parry

Chair, Academic Board

Professor Parry is an academic staff member and Chair of the Academic Board. He became a Council member in 2004.



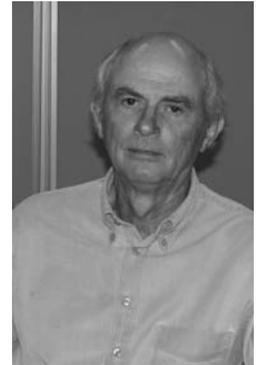


Mr Barry Ford

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

Mr Alan Morris

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



Ms Margaret Banks

Ms Banks is Chief Executive of the Northern Territory Department of Employment, Education and Training. She was appointed to Council on 17 September, 2007. Previously she has held positions of University lecturer, teacher and has operated her own business.

Dr Lorraine Connell

Dr Connell is an academic staff member of the University and has been a Council member since 2005.

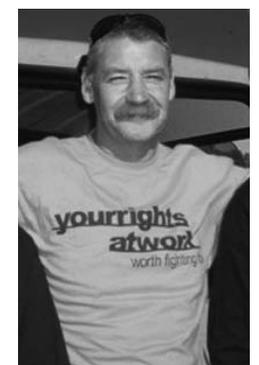


Ms Nancy Dold

Ms Dold, a PhD candidate and psychology lecturer, was appointed on 1 January, 2007.

Mr Joe Gallagher

Mr Gallagher has been a Council member since 2005. His term expired in late 2007.





Ms Rosemary Jacob

Ms Jacob is the elected undergraduate student member of Council since 2006.

Ms Bonnie Moss

Ms Moss is an academic staff member and has been a Council member since 2006. She resigned from Council on 7 October, 2007.



Ms Jennifer Prince

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

Mr Neil Ross

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



Meetings Attended

CDU Council Member	Meetings Attended	Scheduled Meetings	CDU Council Member	Meetings Attended	Scheduled Meetings
Mr Richard Ryan AO	6	6	Mr Neil Ross	6	6
Professor Helen Garnett P	6	6	Hon Justice Sally Thomas AM	6	6
Professor David Parry	6	6	Mr Alan Morris	4	6
Ms Margaret Banks (Appointed 17/09/07)	2	2	Dr Lorraine Connell	6	6
Mr Barry Ford	6	6	Mrs Bonnie Moss (Resigned Oct 07)	3	4
Mr Joe Gallagher (Term expired late 2007)	5	5	Ms Rosemary Jacob	6	6
Mrs Jennifer Prince	5	6	Ms Nancy Dould	5	6

Acronyms

AHC	Annual hours curriculum
AQTF	Australian Quality Training Framework
AQPVET	Academic quality planning and vocational educational and training group
ARC	Australian Research Council
ASCILITE	The Australasian Society for Computers in Learning in Tertiary Education
ATSI	Aboriginal and Torres Strait Islander
AUQA	Australian Universities Quality Agency
CRC	Cooperative research centre
CSIRO	Commonwealth Scientific and Industrial Research Organisation
CUP	Common units program
DEET	Department of Employment, Education and Training
DEST	Department of Education, Science and Technology
EFT	Equivalent full-time
EFTSL	Equivalent full-time student load
HEW	Higher education worker classification
NESB	Non-English-speaking background
SATAC	South Australian Tertiary Admissions Centre
TLDG	Teaching and Learning Development Group
VET	Vocational education and training

Contacts

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Nhulunbuy NT 0881

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