

Transforming a HEI into a responsive and entrepreneurial institution – experiences from Charles Darwin University

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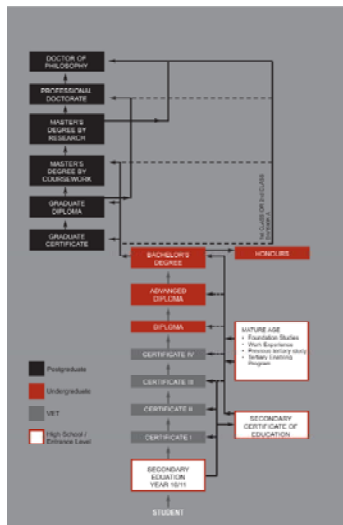


‘to be a thriving university that dares to be different and takes advantage of its unique geography and demography to benefit the whole community through education, research and community engagement’





Charles Darwin University – dual sector



CHANGE YOUR WORLD.
CHARLES DARWIN UNIVERSITY

Engine for growth – partnership with NT Government

- Growing resident capacity
- Meeting government needs
- Reorganising to better meet NT needs
- Enabling indigenous social and economic development

CHANGE YOUR WORLD.
CHARLES DARWIN UNIVERSITY

University as engine for growth

- Three years on the NT Government is partly funding three chairs and a number of joint appointments have been made
- Research focuses on regional needs/opportunities, including but not exclusively those identified through the NTG/CDU Partnership.
- Wherever possible collaborative and cooperative research programs are fostered resulting in several major research programs now located at the University

The University research income for 2006 is three fold what it was just a few years ago and third party analysis last year demonstrated that the University had the highest competitive grant research income per academic of any university in Australia

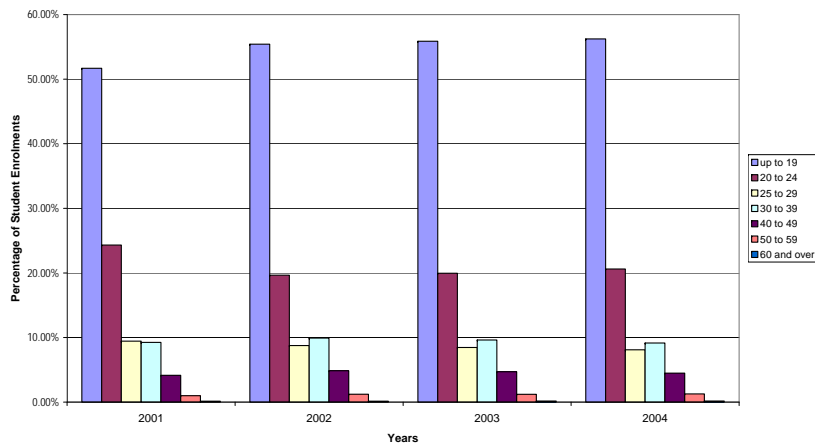


University as engine for growth and opportunity

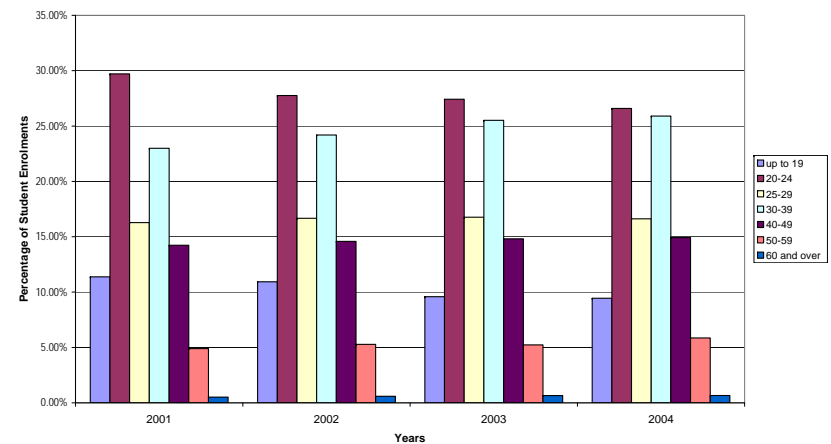
- Indigenous participation in vocational and technical education grown from 18% in 2003 to 38% in 2006
- Indigenous participation in higher education maintained at 5% while overall numbers growing at around 10% pa



Age Profile of UG Commencing Higher Education Students by Cohort % (National)



Age Profile of UG Commencing Higher Education Students by Cohort % (CDU)



University as engine for growth and opportunity

- tertiary enabling programs to aspirant university students who have not had the opportunity to complete school
 - require, not only entry level knowledge, but also enhanced study skills and other attributes to equip them to succeed at our university or any other of their choice
- additional study skill and personal support to many students



Value and Impact – university as engine for growth

Learning enables individuals not only to arrive at a new place but also to 'travel with a different view'

- 50% of lawyers practising in NT are local graduates
- locally trained nurses and teachers more likely to stay



a 'University without walls'

- an active role in establishing community relationships that are based on recognition of reciprocity – the mutual benefit and support for shared learning and development
 - industry/professional engagement groups established for all schools
 - greater acceptance *by staff* of value of 'external' lecturers and workplace learning



a 'University without walls'

- flexible on-line learning materials, enabling study anywhere, anytime with each student having a 'learning advisor'
 - improving student feedback
 - tough on staff



Value and Impact – recognition

Local –

- overall increase in understanding and appreciation of direction, constraints and achievements
- emphasis on, and success with, working with industry and rural and regional communities is bringing increased local recognition and third party endorsement about the quality of the graduates and the applicability of the solutions arising from the University's research.
- it is being recognised that if research projects are undertaken by the University, there is generally someone around months later when follow up studies are required and that the University staff understand *the context* in which solutions need to be provided



Value and Impact – challenges

National –

- suboptimal appreciation in the federal arena for the value that we add in developing the capacity of our diverse student intake – the majority of survey questions for teaching and learning are based on those relevant to school leavers progressing to an on campus experience at a large capital city university
- limited appreciation of metrics of performance per academic staff member – the league tables published in major Australian newspapers focussing on dollars won per institution,
- limited appreciation of the 'impact' a university that is focussing on solving complex regional issues has, can and must have - league tables are focussed on numbers of papers in international high impact journals – there are few if any of these relevant to providing solutions to issues facing rural Indigenous Australians
- limited evidence of funding in support of the 'focused directions' chosen and endorsed by the federal government



Futures Framework '1st in 5 in 10'

- built on the achievements and the learnings of the past three years
- based on the aspiration that CDU will contribute to the intellectual, professional, social, cultural and environmental wellbeing not only of the Northern Territory but across the desert regions of Australia, the tropical north of the country and the tropical and desert regions around the globe – tough environments
- describes the focus of our efforts and commitments over the next ten years.



Futures Framework '1st in 5 in 10'

The commitments underpin

- our student learning experiences,
- our research,
- our business development,
- our engagement with key communities and
- our administrative practices.

They commit to a path of excellence that is both responsive to the current needs of students and society at large and is responsible in educating our students to be creative thinkers equipped to be citizens in a complex and changing world



Charles Darwin University
– *A thriving University*