

Mr Bruce Jennings  
Director  
Equity and Indigenous Programs  
Department of Education, Employment and Workplace Relations  
GPO Box 9880  
CANBERRA ACT 2601

Dear Mr Jennings,

**Indigenous Education Statement for the Institution Assessment Framework 2009**

Please find attached Charles Darwin University's Indigenous Education Statement (Part 4) for the Institution Assessment Framework 2010.

Please do not hesitate to contact Professor Steven Larkin, Pro Vice-Chancellor, Indigenous Leadership, on telephone 08 8946 6440, or [steven.larkin@cdu.edu.au](mailto:steven.larkin@cdu.edu.au) for any further information.

Yours sincerely



**Professor Barney Glover**  
Vice Chancellor

30 June 2010



**Charles Darwin University**  
**Indigenous Education Statement**  
**2009**

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## **SECTION 1 – OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION**

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### **CDU Background**

Charles Darwin University (CDU) was formed in November 2003 through a merger between the Northern Territory University, Alice Springs-based Centralian College, Northern Territory Rural College in Katherine, and the Menzies School of Health Research. The creation of CDU is intended, amongst other goals, to offer significantly increased opportunities for improving Indigenous education outcomes.

The University is the largest tertiary institution in the Northern Territory (NT), with campuses in the Darwin suburbs of Casuarina and Palmerston, Alice Springs, Katherine and Nhulunbuy, and training centres in Jabiru, Tennant Creek and Yulara and we are proud to be located in the NT where almost 30 per cent of the population is Indigenous and owns most of the landmass.

The University aspires to be internationally recognised as a centre for excellence in Indigenous and cross-cultural knowledge, tropical knowledge and desert knowledge.

As a multi-sector education provider, CDU provides unique pathways for students, from school-based vocational education and training (VET) through to advanced research degrees.

Our students are drawn from the local area, across Australia and overseas, consisting of Indigenous and international students, school leavers, and mature age people returning to study.

### **Approaches to improve higher education outcomes for Indigenous Australians and how this is being implemented.**

CDU aims to be actively engaged in Indigenous cultures and traditions. Stimulating research, training and education, our programs are mutually beneficial for both Indigenous and non-Indigenous people. It is important that the notion that 'Indigenous business is everyone's business' at CDU is accurately conveyed and reinforced both internally and to the broader communities served by the University.

CDU recognises post-secondary education as crucial to ensuring that Indigenous people can access improved employment opportunities. Of equal significance are the roles universities can play in the development of Indigenous community leaders. CDU is renowned for its research expertise and leadership in tropical and desert knowledge of the Australian and Asia-Pacific region, with particular focus on Indigenous knowledge and addressing problems of importance to the peoples of the region.

CDU has a commitment to creating an organizational culture and environment conducive to Indigenous engagement and this includes:

### **Australian Centre for Indigenous Knowledge and Education**

Announced in May 2009, a new Australian Centre for Indigenous Knowledge and Education (ACIKE) will be established on our Casuarina campus in 2012. The project is a joint initiative of CDU and Batchelor Institute for Indigenous Tertiary Education (BIITE). The new centre will focus on

Indigenous education and research and will be the largest building of its type in an Australian University encompassing state of the art facilities supported by cutting edge technologies. ACIKE will allow CDU and BIITE to expand their capacity to deliver positive outcomes to Indigenous communities and the Higher Education sector in areas relating to Indigenous knowledge and education.

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12 May 2009

## INVESTING IN TERTIARY EDUCATION AND RESEARCH INFRASTRUCTURE

### **JOINT MEDIA RELEASE**

**The Hon Julia Gillard MP Deputy Prime Minister and Senator the Hon Kim Carr**

### **Establishment of the Australian Centre for Indigenous Knowledge and Education at Charles Darwin University, Casuarina - \$30.65 million**

Charles Darwin University (CDU) and the Batchelor Institute for Indigenous Tertiary Education will jointly deliver the Australian Centre for Indigenous Knowledge and Education. The Centre is a unique, collaborative venture that will transform teaching, learning, and research outcomes for Indigenous Australians. The Centre will include a new multistorey building on the Casuarina Campus of CDU which will incorporate an IT-enabled Literacy Laboratory, shared teaching spaces, Indigenous support and advisory staff front counters, gallery space, and student accommodation. The project also includes the purchase of two new Mobile Adult Learning Units to facilitate face-to-face instruction in remote communities.

Sourced from

<http://minister.innovation.gov.au/Carr/Pages/INVESTINGINTERTIARYEDUCATIONANDRESEARCHINFRASTRUCTURE.aspx>

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### **Office of the Pro Vice-Chancellor, Indigenous Leadership (OPVCIL)**

January 2009 saw the commencement of CDU's first Pro Vice-Chancellor, Indigenous Leadership; Professor Steven Larkin who is the highest ranking Indigenous Academic in an Australian University. The Pro Vice-Chancellor Indigenous Leadership's responsibilities are considerable and include incorporating Indigenous perspectives into mainstream University core business, enhancing key relationships between the University and its Indigenous stakeholders, fostering relationships between CDU and the United Nations University IAS Centre of Excellence in Traditional Knowledge as well as ensuring CDU is the leader in providing outcomes for Indigenous students.

The OPVCIL began a process of positive reform through structures, processes and relationships within CDU that will scaffold the incorporation of Indigenous perspective into all aspects of the University now and into the future. To support planning and implementation, 2 new executive positions were created in 2009 and subsequently filled by Ms Kim Robertson and Mr Shane Motlap.

The OPVCIL portfolio consists of:

- Indigenous Academic Support Unit (IASU)
- Northern Editions
- CDU Press

As of 1 January 2010 the CDU School of Australian Indigenous Knowledge Systems will also become part of the portfolio of the OPVCIL.

Projects initiated during 2009 and still in working progress include:

- OPVCIL Operational Framework
- Indigenous Communications and Marketing Strategy
- Indigenous Research Strategy
- Reconciliation Action Plan (RAP)
- Pathways VET to HE research project

More information on the OPVCIL can be found at <http://www.cdu.edu.au/indigenousleadership/>

### **School of Australian Indigenous Knowledge Systems (SAIKS)**

SAIKS offers a wide range of courses in Aboriginal and Torres Strait Islander studies, Indigenous governance and natural and cultural resource management.

Our objective is to share key elements of Indigenous knowledge within the guidelines of Indigenous protocols both nationally and globally to ensure and safeguard the advancement, transmission and preservation of Indigenous knowledge systems.

Our aspiration is to be a national and international focal point for research and consultancy. We forge partnerships with Indigenous communities and governments and encourage and support students to study and undertake research in Indigenous issues of importance. These include governance and capacity building, natural and cultural resource management, protection of Indigenous knowledge systems, Yolngu languages and culture and cultural heritage management.

More information on SAIKS can be found at <http://www.cdu.edu.au/aiks/>

### **Indigenous Research**

CDU faculties of *Education, Health and Science* and *Law, Business and Arts*, and the *Institute of Advanced Studies* undertake Indigenous research. The following schools have undertaken recent Indigenous research:

- School of Education
- School for Social and Policy Research
- School for Environmental Research
- Graduate School for Health Practice
- Menzies School of Health Research
- Research division

More detail regarding the Indigenous research that the above schools are undertaking is available at <http://www.cdu.edu.au/indigenous/contribution-academic/research.html>

CDU has an Indigenous Researcher Strategy 2007 – 2010 available at <http://www.cdu.edu.au/governance/documents/IndigenousResearchStrategy.pdf>

### **Indigenous Academic Support Unit**

CDU is committed to resourcing and supporting the Indigenous Academic Support Unit (IASU) which provides cultural, academic and pastoral services for Indigenous Australian students.

Some of the services provided by the IASU include:

- Provision of specialist orientation programs for new Indigenous students.
- Administer the *Taste of Uni* and *Indigenous Alternative Entry* programs.
- Assistance with enrolment applications and course information.
- Provision of academic support and referrals for tutoring from the Indigenous Tutorial Assistance Scheme (ITAS)
- Access to well-appointed Indigenous student common room, computer lab, tutorial room and large undercover seating area at Gurinbey Centre (Casuarina Campus). Excellent student facilities are also available at Palmerston, Katherine and Alice Springs campuses.
- Referral to supporting agencies (e.g. counselors) and information and assistance for accessing other services on campus.
- Provision of information about Indigenous Scholarships and other opportunities that become available for students, including assistance with the preparation of relevant submissions/applications.
- Provision of advocacy support.
- Regular visits to schools and community organisations.
- Preparation and distribution of monthly Indigenous Academic Support Newsletter.

The IASU has centres and staff located on each campus across CDU.

More information on IASU can be found at <http://www.cdu.edu.au/study/indigacadsupport.html>

### **Liaison Librarian**

A dedicated Liaison Librarian is available at Casuarina Campus and assists Indigenous students and staff working with Indigenous students to utilise the CDU library.

### **Remote Education**

Remotelink provides support for schools in the effective delivery of both VET and higher education programs to Territorians residing outside of Darwin. This is fostered by effective liaison with remote communities by way of dynamic input from a small team of campus administrators and field officers based in regional centres.

CDU's mobile adult learning units (MALU) are truck-mounted fully equipped classrooms and learning facilities. University staff use the MALUs to deliver education to remote locations around the Northern Territory.

There are currently three MALUs in operation:

- MALU 1 is equipped with facilities which lecturers use for teaching carpentry and construction, welding and automotive mechanics.
- MALU 2 is equipped with facilities which lecturers use for teaching local government certificates I, II and III, certificates for access to employment and further study and preparatory education.
- The sophisticated MALU 3, nearly 14 metres long, is equipped with an interactive distance learning satellite dish for CDU staff to teach courses in information technology, as well as a range of trades skills, horticulture and rural and health programs.

### **People Management and Development (PMD)**

To ensure existing Indigenous CDU staff are retained and developed, the University's PMD division employs a Senior Consultant, Indigenous Programs and a Consultant, Indigenous Programs dedicated to meeting the needs of the University's Indigenous staff. The University views as essential the provision of career support enabling Indigenous staff members to develop further skills and continue to provide valuable input into CDU's future directions. All CDU staff are required to complete successfully the University's Cultural Competence Program upon employment with CDU, which is delivered by the School of Australian Indigenous Knowledge Systems (SAIKS).

In accordance with our commitment to increasing the number of Indigenous employees at CDU, stemming from the University's Indigenous Employment and Retention Strategy 2006-2009, PMD has implemented a comprehensive range of programs to create pathways for prospective new staff and to develop our existing staff as follows:

- **Vice-Chancellor's Indigenous Cadetship Program**

CDU with assistance from DEEWR's Indigenous Cadetship Support employ Indigenous Cadets who are currently studying or who enrol in a full-time higher education degree course at CDU. Students receive \$12,000 per year while studying, \$1,000 book and equipment allowance and 12 weeks paid work placement per year at various locations throughout the University relevant to their degree.

In May 2009, the first two students mentored through CDU under the Vice-Chancellor's Indigenous Cadetship Program graduated. Lorraine Martin received a Bachelor of Governance and Public Sector Management, and Delean Holtze a double degree in Education and Arts.

During 2009 CDU had 2 continuing Vice-Chancellor's Indigenous Cadets, Marc Polain who commenced in July 2007 studying a Bachelor of Visual Arts and Quintaysha Firth who commenced in July 2008 studying a Bachelor of Welfare.

In 2009 CDU commenced discussions with Health Service Providers in Alice Springs with the view of recruiting a cadet in Alice Springs studying Nursing in 2010.

Two Indigenous Cadetship positions are currently available in Darwin. Recruitment and selection will commence in 2010.



- **Indigenous Apprenticeship Program**

Aboriginal and Torres Strait Islander people are encouraged to apply for the two-year part-time apprenticeship, which may lead to future employment within the University. Apprentices combine 20 hours per week on-the-job training and study for a nationally recognised qualification. Participant's hours can increase to full time over the course of the program.

In August 2009 the University celebrated its first group of successful apprentices from the Indigenous Apprenticeship Pilot Program. Eight apprentices gained nationally recognised certificates with the majority now undertaking on-going work or further study at CDU.

The program has been a great success and another 10 apprentices will commence in early 2010.

- **Indigenous Work Experience Program**

Indigenous school students 15 years and older are offered the opportunity to complete a one-week work experience program. CDU offers an exciting, safe and supportive environment to help them decide on their career.

In 2009 CDU ran 3 programs at Casuarina campus as follows:

- 31 August – 4 September – Darwin High (3 students) and Taminmin High (4 students)
- 7 – 11 September – Kormilda College (12 students)
- 19 – 23 October – Marrara Christian College (12 students)

- **Indigenous Staff Network**

PMD, in conjunction with the Office of the Pro Vice-Chancellor, Indigenous Leadership, facilitates an Indigenous Staff Network. The inaugural forum was held on 13 October 2009 with over 50% of Indigenous CDU staff attending. An internal Indigenous staff mail distribution was created to distribute information on cultural and relevant Indigenous issues.

A copy of the CDU Indigenous Employment and Retention Strategy is available at <http://www.cdu.edu.au/pmd/documents/indigenous-employment-strategy0206.pdf>

### **Embedding Indigenous perspectives in our strategic plan and other key institutional documents.**

The University has embedded Indigenous perspectives and strategies into a number of key documents including:

#### **Futures Framework 2007 – 2016**

Charles Darwin University's strategic plan, *Futures Framework 2007 to 2016 "1<sup>st</sup> in 5 in 10 Strategy"*, focuses on five key areas and commits to being benchmarked in the top band of

Australian public universities. Focusing on these five areas will provide a distinctive edge for the University and build on its current and potential strengths.

One of the five key areas is ***Indigenous participation and relevance*** and is detailed as follows:

### **Rationale**

Post-secondary education is crucial to ensuring that Indigenous people can access improved employment opportunities. Of equal significance is the role universities can play in the development of Indigenous community leaders. But it is more than just this.

A wide range of initiatives that may further improve the outcomes of Indigenous people in tertiary education include:

- Incorporating Indigenous knowledge and practice into mainstream education;
- Further engaging Indigenous educators in the development of initiatives to combat disadvantage;
- Increasing support for campus-based Indigenous perspective units;
- Improving Indigenous students awareness of financial support available to them;
- Enhancing the Indigenous Support Funding programme;
- Ensuring enabling courses are appropriately funded to achieve desired outcomes;
- Improving access and providing additional support to Indigenous students through targeted regional and remote delivery of courses;
- Reviewing course structures, course content and attendance options; and
- Creating more opportunities for Indigenous researchers;
- Delivering cultural awareness training programs and initiatives.

### **Key Elements**

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

### **Enabling Objectives**

In order to achieve the Key Elements, CDU will:

- Engage with Indigenous citizens and communities to ensure Indigenous perspectives guide the design, access, delivery and evaluation of University programs;
- Enhance research, research training and capability by and for Indigenous people;
- Implement frameworks to recruit, support and develop Indigenous staff.

### **Trend Indicators**

Over the next ten years, CDU will measure success by:

- Improving number of Indigenous enrolments across a diverse range of courses and at higher levels;
- Improving outcomes in and for regional and remote communities in which we work;

- Recognition as being an employer with an increasing number of Indigenous employees across a diverse range of position and at higher levels.

### **CDU Strategic Plan 2010 – 2014**

In 2009 a new Strategic Plan was developed to place CDU in a position of strength in a new era of tertiary education following the Bradley Review of Australian Higher Education. The CDU Strategic Plan 2010 -2014 replaces the previous *Futures Framework* mentioned above and is operational from 2010.

The CDU Strategic Plan 2010 – 2014 is the culmination of input from all areas of the University. It will underpin CDU's operations over the next five years and will form the basis of CDU's operational planning.

One of the 5 key pillars is that CDU will be ***A Leader in Indigenous Education***

*CDU will be a preferred choice for Australian Indigenous students seeking studies in Vocational Education and Training (VET) and Higher Education (HE) and a leader in the teaching and understanding of Indigenous knowledge systems.*

To achieve this goal CDU will:

- 2.1.1 Develop innovative programs and 'whole of life' strategies, informed by local and national agendas, to improve Indigenous participation in post-secondary education through greater accessibility and flexibility of delivery and participation, both on and off campus.
- 2.1.2 Create and maintain culturally enriched spaces within which students can achieve success.
- 2.1.3 Learn in partnership with Indigenous students, staff and communities to ensure cultural relevance, cultural affirmation and cultural safety are embedded in programs to maximize student engagement, learning and skills development.
- 2.1.4 Consult Indigenous people and organization about the development of programs both for Indigenous students and about Indigenous culture and knowledge systems.
- 2.1.5 Increase Indigenous staffing opportunities and participation in governance across the University and improve incorporation of Indigenous perspectives and knowledge into University core business.
- 2.1.6 Work in partnership with other universities and relevant organization, both domestic and international, and particularly Batchelor Institute of Indigenous Tertiary Education and the United Nations University Traditional Knowledge Initiative, to build collaboration in education, training and research.

#### **Measures and Targets**

- 2.2.1 Increased Indigenous participation across all levels (VET and HE), including expanded and diversified course selection.
- 2.2.2 Increased participation of Indigenous students from outside the NT.
- 2.2.3 Increased Indigenous student retention and success.
- 2.2.4 Increased Indigenous staffing throughout the University.
- 2.2.5 Increased Indigenous participation in University governance.
- 2.2.6 Increased engagement with relevant Indigenous groups and organisations.

The CDU Strategic Plan 2010-2014 can be found at <http://www.cdu.edu.au/strategicplan/>

### **Other key institutional documents**

- **Memorandum of Understanding (MOU) between Batchelor Institute of Indigenous Tertiary Education (BIITE) and CDU 2005**

The MOU has four main objectives:

- Collaboration between the Territory's two tertiary education providers;
- Service delivery designed to achieve optimal tertiary education outcomes for Indigenous people;
- The development, modelling and sharing of best practice in teaching and learning across higher education and vocational education and training; and
- Research on Indigenous matters.

Each institution brings different strengths to the joint activities and this is one of the advantages of collaboration. This agreement is based on mutual respect and cooperation, with the aim of minimising duplication and maximising opportunities for Indigenous people. <https://www.batchelor.edu.au/public/document/cdu/CollabMoUmain.pdf>

- **CDU and Northern Territory Government (NTG) Partnership agreement 2007-2012**

Both parties are jointly committed to the development of the University as a thriving teaching and research institution that supports the social and economic development of the Northern Territory.

Specific projects and initiatives of the Partnership are managed through schedules to the Partnership Agreement. The schedules provide a framework to guide the development of specific projects and facilitate planning, reporting and evaluation mechanisms to detail how the Agreement outcomes are being achieved. The participants in each schedule are drawn from University and Government with a 'leader(s)' drawn from each party.

The schedules specific to Indigenous are:

- <http://www.cdu.edu.au/government/documents/sched2-indigenous-opportunities.pdf> - Education and employment opportunities for Indigenous people.
- <http://www.cdu.edu.au/government/documents/4.6leadershipjun05.PDF> - The Indigenous Youth Leadership Development Program.

- **Indigenous Peoples Policy**

The Indigenous Peoples Policy provides the framework to manage CDU activities that impact upon the Indigenous community of the Northern Territory <http://www.cdu.edu.au/governance/documents/6.3IndigenousPeoples.pdf>

- **Indigenous Employment Strategy 2006 - 2009**

The Indigenous Employment Strategy aims to address the critical under-representation of Aboriginal and Torres Strait Islander people within the CDU workforce by providing a range of appropriate recruitment, career development and retention initiatives.

<http://www.cdu.edu.au/pmd/documents/indigenous-employment-strategy0206.pdf>

Although the CDU Indigenous Employment and Retention Strategy expired at the end of 2009, it is still in effect and will continue until a review occurs which is anticipated to be towards the end of 2010. The review has not yet taken place due to the impending Enterprise Bargaining negotiations which will commence in 2010 as the CDU Union Collective Agreement 2009 has reached its nominal expiry date of 31 December 2009. The CDU Union Collective Agreement covers all of our employment terms and conditions and will have a great impact on the Indigenous Employment and Retention Strategy.

## **SECTION 2 – ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY GOALS IN 2008 AND PLANS FOR FUTURE YEARS.**

### **Goal 1 - Establish effective arrangements for the participation of Indigenous peoples in educational decision-making.**

#### *Strategies and Activities to achieve this goal*

January 2009 saw the commencement of CDU's first Pro Vice-Chancellor, Indigenous Leadership; Professor Steven Larkin who is the highest ranking Indigenous Academic in an Australian University.

Throughout 2009 the position of Pro Vice-Chancellor, Indigenous Leadership provided operational participation at the highest levels of University activity including membership of the Vice-Chancellor's Advisory Group and Academic Board. This position, apart from being a member of the University Executive has responsibilities including the incorporation of Indigenous perspectives into mainstream University core business; enhancing key relationships between the University and its Indigenous stakeholders; fostering relationships between CDU and the United Nations University – Institute of Advanced Studies Centre of Excellence in Traditional Knowledge and Batchelor Institute of Indigenous Tertiary Education, as well as ensuring CDU is the leader in providing outcomes for Indigenous students.

There is Indigenous representation on the CDU Council, the Academic Board and the Human Research Ethics Committee.

Senior Indigenous staff-members within the University serve in key roles on internal committees and working groups, contributing to the governance of the University through collaborative decision-making and sharing of expertise.

Other examples of senior Indigenous staff participation on and contribution to University governance and collaboration include:

- CDU Student Services Scholarships Committee
- CDU Library Indigenous Reference Group
- CDU Pharmacy/BioScience Summer Course Committee
- CDU/Flinders Indigenous Reference Group, Northern Territory Medical Program
- CDU Indigenous Staff Network
- CDU Scholarships Committee
- Sunning Hill Bursary Committee

*Evidence to show these strategies and activities are working.*

Reporting to the Department of Education, Employment and Workplace Relations in both VET and Higher Education indicates the University is meeting targets in terms of Indigenous participation.

All research proposals requiring ethics clearance are considered by the Human Ethics Committee which has specified Indigenous participation.

The Indigenous Academic Support Unit coordinator leads a team of fourteen Indigenous academic staff who contribute to University-wide, Faculty and School planning and implementation of projects and programs.

*Constraints on the ability to achieve this goal:*

The workload for Indigenous members of staff who have the capacity to work effectively in both cultures tends to be very high. This can potentially lead to burn out and unrealistic expectations being placed on these key linkage staff.

Other constraints include significant changes in the external environment associated with Indigenous issues. These include activities undertaken by both the NT and the Australian Governments.

*Plans for future improvement:*

The creation of the position of Pro Vice-Chancellor Indigenous Leadership will enhance the continued development of processes and guidelines as well as the development of multiple collaboration activities with Batchelor Institute of Indigenous Tertiary Education.

The Vice-Chancellor's Indigenous Advisory Council (VCIAC) will be convened in 2010. It will be a formal advisory committee of the University, with both a jurisdictional and national focus and will provide high level advice to the Vice-Chancellor and the University in relation to Indigenous matters including: Relationships between the University and government, Education providers, and with Industry; the Strategic direction, development and excellence in Indigenous academic programs and research; External relationships, partnerships and opportunities relating to Indigenous education and Indigenous affiliations; consultation and communication with the Indigenous communities of the Northern Territory, and advice on Indigenous matters referred to the IAC. The committee will report directly to the Vice-Chancellor.

## **Goal 2 - Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.**

### *Strategies and Activities to achieve this goal:*

The University has committed to the Indigenous Employment and Retention Strategy (IERS). The IERS (<http://www.cdu.edu.au/pmd/indigenous-development.html>) is being implemented in conjunction with the entire suite of people management practices.

The University negotiated a new CDU Union Collective Agreement 2009 (<http://www.cdu.edu.au/pmd/CDUUCA09/CDU-UCA-2009.pdf>) which includes an Indigenous objective to 'Encourage Indigenous participation in the workforce' (Clause 4.3.7) and also expanded the Indigenous Employment Clause to read as follows:

#### **CLAUSE 62 Indigenous Employment**

- 62.1 The University supports Indigenous participation in the workplace, including through a formal Indigenous Employment Attraction and Retention Strategy (IES).
- 62.2 The IES will be underpinned by the following principles:
  - 62.2.1 Respect for the cultural/social and religious practices by Indigenous Australians
  - 62.2.2 Recognition of Indigenous knowledge as a significant contributor to other bodies of knowledge
  - 62.2.3 Recognition of scholarship that Indigenous staff bring to the University
  - 62.2.4 Recognition of intellectual property of Indigenous communities; and
  - 62.2.5 The importance of Indigenous ceremonial activities, cultural practices and identity.
- 62.3 The University will ensure that the following measures are undertaken in support of the IES:
  - 62.3.1 Annual reporting to Council including data on the number, positions, promotion rates, reclassification and professional development of Indigenous staff; and
  - 62.3.2 Development of appropriate actions for promoting Indigenous employment.
- 62.4 The University shall maintain a senior management position, where practical filled by an Indigenous person, with responsibilities including but not be limited to:
  - 62.4.1 Oversight, coordination and development of the IES; and
  - 62.4.1 Oversight of the development and implementation of cross cultural training.
- 62.5 The University will set a target for Indigenous employment:
  - 62.5.1 The proportion of Indigenous staff at the University shall equal or exceed the proportion of Indigenous Higher Education students.
  - 62.5.2 The proportion of Indigenous staff should not reduce.
- 62.6 During the life of this Agreement the University, in consultation with the unions, will develop specific provisions relating to conditions of employment for Indigenous staff including but not limited to:
  - 62.6.1 Professional development; and
  - 62.6.2 Promotion and career development.
- 62.7 The University and the unions agree to meet annually or sooner if agreed, to discuss the implementation of the IES. The consultation shall include Indigenous staff members.



In addition to the above, the 2009 agreement also included a new clause 'Cultural Leave' described below:

**Clause 51 Cultural Leave**

- 51.1 All eligible staff may access accrued leave or leave without pay to attend ceremonial or cultural activities provided that reasonable notice is given and approval is obtained by the staff member's supervisor/manager.
- 51.2 Indigenous staff members are entitled to paid leave up to a maximum of five (5) working days, and leave without pay up to a maximum of ten (10) working days per calendar year for the purpose of fulfilling ceremonial obligations. Such obligations may be "traditional" or "urban" in nature and may include initiation, birthing and naming, funerals, smoking or cleansing and sacred site or land ceremonies.

To ensure that existing Indigenous staff are retained and developed, CDU has 2 fulltime dedicated positions: Indigenous Senior Consultant – Indigenous Employment and Indigenous Programs Consultant. This helps to assist Indigenous employees to further develop their skills and continue to provide valuable input into CDU's future direction. In addition, these positions oversee the following Indigenous Employment Programs:

- Vice-Chancellor's Indigenous Cadetship Program
- Indigenous Apprenticeship Program
- Indigenous Work Experience Program
- Indigenous Staff Network

*Evidence to show these strategies and activities are working.*

As indicated in the table below, in 2009 a total of 127 Indigenous staff were employed in various positions and at various levels across the University.

Level	No. Indigenous Staff	
	2008	2009
HEW 1/2 ADMIN	8	<b>21</b>
HEW 3 ADMIN	3	<b>8</b>
HEW 4 ADMIN	8	<b>16</b>
HEW 5 ADMIN	7	<b>10</b>
HEW 6 ADMIN	1	<b>0</b>
HEW 7 ADMIN	3	<b>6</b>
HEW 9 ADMIN	1	<b>4</b>
HEW 10 ADMIN	2	<b>3</b>
HEW 1/2 CHILD CARE WORKER	2	<b>1</b>
HEW 1/2 NON-TRADES	1	<b>1</b>
HEW 2 TRAINEE	0	<b>3</b>
HEW 3 NON-TRADES	1	<b>1</b>
HEW 4/5 TECHNICAL LEVEL	1	<b>0</b>
HEW 5 TRADES FOREPERSON	1	<b>1</b>
NICP—CADETS	2	<b>3</b>
ACADEMIC LEVEL A	10	<b>16</b>
ACADEMIC LEVEL B	4	<b>6</b>
ACADEMIC LEVEL C	2	<b>1</b>
ACADEMIC LEVEL D	1	<b>1</b>
RESEARCH ASSOCIATE LEVEL A	4	<b>1</b>
RESEARCH FELLOW LEVEL B	1	<b>1</b>
CONTRACT MANAGER	1	<b>1</b>
PRO VICE-CHANCELLOR	1	<b>1</b>
VET LECTURER CAT II	11	<b>11</b>
VET LECTURER CAT III	2	<b>2</b>
VET LECTURER CASUAL	1	<b>8</b>
<b>Total</b>	79	<b>127</b>

This is a great improvement when compared to 2008 although much of the increase is at the lower end of the pay scales, which can be partly attributed to the successful Indigenous Apprenticeship program.

In 2009 CDU was nominated for a *Deadly Award* for Outstanding Achievement in Aboriginal and Torres Strait Islander Employment in the National Indigenous Music, Sport, Entertainment and Community Awards – *The Deadly's*. Hundreds of nominations were received and CDU was one of four finalists.

Cultural leave has been accessed by many staff, and staff are informed of this entitlement during the induction program.

*Constraints on the ability to achieve this goal:*

Appropriately qualified and experienced Indigenous persons are in great demand across all employment sectors and there is significant competition. The University pay scales are not as attractive as those of many other organisations, particularly in the mining sector and the Northern Territory Public Sector.

*Plans for future improvement:*

The University is a member of the Australian Government's Corporate Leader for Indigenous Employment Initiative. Confirmation of postgraduate fellowships and more time release for Indigenous staff to undertake formal study are others areas identified for future development.

There are also plans to expand the scope of the Indigenous Staff Network in 2010.

Negotiations are about to commence for a new enterprise bargaining agreement, and a review of the Indigenous Employment clause 62 is required. CDU's Indigenous Employment Attraction and Retention Strategy lapsed in December 2009. A review of actions, responsibilities and effectiveness of the Strategy is required. It is anticipated that measures and targets, along with a focus on middle to senior level Indigenous staff will improve staffing outcomes.

### **Goal 3 - Ensure equitable access of Indigenous students to higher education.**

#### *Strategies and Activities to achieve this goal:*

The Indigenous Academic Support Unit (IASU) provides cultural, academic and pastoral services for Indigenous Australian students.

Some of the programs provided by the IASU include:

- ***Indigenous Alternative Entry***

This program is held twice a year in both Darwin and Alice Springs. The process and associated guidelines ensure that potential higher education students have the option to request that a wider range of selection criteria are considered in these processes and that assessment is undertaken in a culturally safe environment. Each participant is provided with a personalised study pathway that may include direct entry into undergraduate studies or a pathway that may include Enabling or VET studies.

- ***Indigenous Orientation Camp***

This program was successfully trialed in July 2008 and as a result has been incorporated into the IASU's calendar of events. The rationale for the program is that students are more likely to succeed if they are well prepared intellectually and emotionally for the demands of university life and have a better understanding of expectations and responsibilities of undergraduate study. Participation in the camp also facilitates access to a range of pro-active support mechanisms early in the student's study experience.

- ***Cultural and significant events***

The IASU promotes the participation of CDU in Indigenous cultural events and activities and plays a major role in promoting the acceptance of culturally significant events as part of the mainstream academic calendar.

- ***Indigenous Academic Support Newsletter***

The IASU produces a monthly newsletter which is widely distributed to community organisations, schools and individuals and is also posted on the CDU IASU web page. The newsletter contains a mixture of information about opportunities for further study; scholarships, information about events and activities on campus; role modeling of successful students and information about how the community can contact Indigenous Academic Support for further information and support on all educational matters.

- ***Indigenous Support Centres***

All campuses and major regional centres have a dedicated space for Indigenous support, which was completed during 2009. At the Casuarina campus, students can access a 24 hour computer lab as well as a common room with lockers and undercover outdoor seating areas. Students at Alice Springs campus also have access to their own building at the Akaltje Centre with computing and common room facilities. Regional centres including Palmerston, Katherine, Tennant Creek and Yirrkala all have dedicated office space for Indigenous Academic Support Lecturers. These areas are very well utilised.

- ***Indigenous Scholarships***

In addition to the Commonwealth Education Costs, Accommodation Costs and Indigenous Enabling and Access Scholarships, the University administered a range of scholarships sourced from the corporate and community sectors that specifically target Indigenous students. These include The Traditional Credit Union Higher Education Scholarships; TIO Remote Location Scholarships; Morning Star Indigenous Scholarships; George Alexander Foundation Indigenous Scholarships; Australian Federation of University Women Scholarship – Indigenous; and Fullbright Scholarship.

- **Indigenous Tutorial Assistance Scheme**

The Indigenous Tutorial Assistance Scheme (ITAS) is an essential component of academic support for Indigenous students and managing the program includes a number of broad functions including marketing the program to students and staff; recruitment and assessment of tutors; linking students with tutors; monitoring student progress and encouraging tutors to provide regular progress reports; preparing and processing tutor contracts and claims for payment; and reporting on outcomes.

*Evidence to show these strategies and activities are working.*

The number of commencing Indigenous higher education students has remained relatively consistent over recent years. The following tables demonstrate the number of commencing students as well as the access rate for Indigenous students.

Year	All students	Domestic students	ATSI*
2007	2942	2731	141
2008	3226	2971	134
2009	3632	3339	196

\*students self identify

Access Rate	
2007	5.16%
2008	4.51%
2009	5.87%

The Indigenous Alternative Entry Program was introduced in 2006 and a review undertaken in early 2008 showed that 68 participants were offered undergraduate entry or pathways. Of the 68 participants, 57 accepted the offer and commenced studies. As at the beginning of 2008, 42 IAEP students were currently continuing in higher education studies, including one student from the first cohort who is now undertaking honours. Since that review, a further 22 participants have been offered undergraduate entry or pathways and their progress, along with earlier participants, will be reviewed at appropriate times.

The Australian Government has increased places for the Indigenous Youth Mobility Program (IYMP) and the University is a strong supporter and participant in these practical programs, with established protocols in place between the local provider (Mission Australia for the first half of 2009 and then Aboriginal Hostels for the second half of 2009) and the IASU to ensure IYMP-supported students receive coordinated support.

The IASU organises workshops and seminars for Indigenous Undergraduate students to assist them to achieve their educational goals. These have included Essay Writing Workshops; Time Management Workshops; Scholarship Writing Workshops and Library tours.

*Constraints on the ability to achieve this goal:*

The low levels of literacy and numeracy experienced by many, particularly remote, Indigenous people continue to limit access to higher education studies. Access is also constrained by well known issues associated with the remoteness, vast distances and tough environments of Central and Northern Australia. While the number of NT Indigenous Year 12 students with a TER is increasing, this is still a very small proportion of the total population.

While there is little hard evidence, it would appear that broader public policy decisions do impact on the University's ability to achieve this goal. This includes areas such as fees and resultant debt accumulation; a buoyant employment market with many employers seeking to target Indigenous persons for employment; strong national and local campaigns to promote VET as a viable alternative to Higher Education (HE); and a drying up of the mature age market as a number in this group receive their HE qualifications.

*Plans for future improvement:*

The new Australian Centre for Indigenous Knowledge and Education intends to enrich the educational access for Indigenous Territorians by increasing the critical mass of activities for greater efficiency, less duplication of administrative effort and delivery in remote locations, and better joint planning. Early consolidated work in course development and accreditation is already demonstrating positive outcomes in this area. There are significant outcomes achieved in joint development of student management systems and shared use of infrastructure.

Preliminary discussions have commenced between the Office of the Pro-Vice Chancellor and the University's marketing and human resources units in relation to the identified need to enhance marketing strategies targeting Indigenous students. Mechanisms to address this need, and associated resourcing will be explored further in 2010.

**Goal 4 - Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.***Strategies and Activities to achieve this goal:*

A number of specific strategies to increase participation have already been mentioned, for example, scholarships, sponsorships, cadetships, specialised admissions processes and the provision of resources and workshops for enrolled Indigenous students.

The IASU has an integrated Secondary School Strategy that aims to engage with Indigenous secondary school age students and their education providers to encourage students to continue education after they complete their secondary schooling, provide information about education options and create pathways to VET or undergraduate studies as appropriate. A key feature of the strategy is the Taste of Uni program which operates at both the Casuarina and Alice Springs campuses and in which all schools and discipline areas within the University participate and engage with Indigenous students.

In 2009 the program attracted Indigenous students in Years 9 to 12 who came to the University to enhance their understanding of what University study is like and how they might participate and succeed. In a complementary activity, close liaison is maintained with secondary schools to allow for early identification of Indigenous students who have demonstrated a capacity for higher education studies. The second major component of the strategy is for Indigenous Academic Staff to visit every school in the Northern Territory with Indigenous secondary school age students and provide information about education and employment opportunities as well as assisting prospective students with application and enrolment processes. A promotional DVD featuring current enrolled CDU Indigenous students was produced and is shown in secondary schools to demonstrate to students that Indigenous people are very capable of succeeding in higher education.

Major work has been completed across the University to identify and clearly describe and promote articulation arrangements and pathways between VET and Higher Education to assist all students, but with a particular emphasis on articulations that assist Indigenous students to move through the University or move into the University from BIITE. Students who undertake higher level VET qualifications at CDU now have automatic credit transfer (up to one full year) into the same field of study at undergraduate level.

The Charles Darwin University – Northern Territory Government Partnership Agreement has a number of schedules that include particular reference to Indigenous education and training and these are used to guide planning in the University. The Partnership Agreement can be found at [www.cdu.edu.au/government/](http://www.cdu.edu.au/government/)

*Evidence to show these strategies and activities are working:*

The IASU Secondary School Strategy in 2009 resulted in 374 high school age Indigenous students from 10 secondary schools participating in Taste of Uni Programs in Darwin and Alice Springs. Further, IASU staff have visited schools and communities and hosted visits from school and community groups throughout the year. This involved visits from 6 school and community groups and visits to 39 schools and communities involving a total of 648 students and 44 community

members. In addition, the University supports and hosts activities designed to encourage secondary school age students to consider further education options such as the Strong Community, Strong Kids, Strong Futures Expo for Indigenous students held in Central Australia.

Indigenous community priorities are reflected on campus with important dates commemorated, including Eddie Mabo Day and NAIDOC as well as University participation within the Indigenous Community in festivals and events, including NAIDOC, Barunga Festival, Binjari Festival and Garma Festival. The School of Australian Indigenous Knowledge Systems hosted the 9<sup>th</sup> Annual Vincent Lingiari Memorial Lecture, a nationally prominent lecture series that highlights contemporary issues and successes of Indigenous Australia.

In addition, CDU also hosted the 7<sup>th</sup> Annual Symposium on Indigenous Music and Dance.

The IASU secured a philanthropic donation of \$30,000 over 3 years from the Melbourne Community Foundation to establish the Sunning Hill Bursary scheme which provides students with a fund they can access (maximum \$500) to continue or enhance their study by purchasing special course requirements or meeting unexpected/one off expenses that cannot be met by any other income source.

The equivalent full-time student load of Indigenous students enrolled in higher education has remained relatively stable since 2000.

EFTSL/Year	2003	2004	2005	2006	2007	2008	2009
<b>ATSI*</b>	133.78	135.25	143.5	137.31	154.5	153.7	211.13
<b>Non-ATSI</b>	2736.75	2839.99	2786.75	2969.44	3295.87	3438.8	3721.56
<b>Unknown</b>	5.25	5.88	0.625	0.0	0.0	0.0	0.00
<b>Total</b>	2875.78	2981.12	2930.87	3106.8	3450.37	3592.5	<b>3932.69</b>

\* students self identify

*Constraints on the ability to achieve this goal:*

The major constraint in achieving this goal on a Territory-wide scale includes previously mentioned issues associated with remoteness, low levels of literacy and numeracy and, generally, getting the message out that University qualifications are both a desirable and possible outcome for Indigenous students.

Issues such as accommodation, home sickness, peer pressure, community responsibilities and other cultural obligations are the main reasons for students deciding to withdraw from study. In most cases, the students simply return back to their community with no explanation. Whilst the IASU works closely with the Indigenous Youth Mobility Program to support students, the program caters for a small specific target group and people outside of the eligibility for this program have limited access to accommodation and culturally appropriate external support agencies.

Remote students may find it difficult to sustain study through the external mode. Support for them in their own community may not be forthcoming and they are frequently required to undertake leadership and other responsibilities within the community making it difficult to



prioritise study. This issue is compounded if they have limited or no access to information technology.

*Plans for future improvement:*

The University, with partners BIITE, DesArt, CHARTTES Training Advisory Council, Isee-ilearn was awarded funding from the Australian Flexible Learning Framework to increase e-learning capacity by developing computer programs that will encourage the development of computing and multi-media skills as well as English-speaking skills. Whilst these projects are clearly aimed at improving skills and literacy at vocational level, this will complement educational pathways to higher education.

The University has funded a significant upgrade to Learnline, which is expected to improve external online delivery for all students. This upgrade is a component of a broader project, Achieving Best Practice Flexible Provision at CDU to improve quality of teaching with a specific focus on external students and to increase responsiveness to the needs of local and national labour markets. The project also includes training for staff and the embedding of leading-edge technology in on-line courses.

**Goal 5 - Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians.**

*Strategies and Activities to achieve this goal:*

The University negotiates specific programs to support Indigenous achievement with the Australian Government each year. The University imbeds these programs into high level course and delivery planning. In particular, the use of Away From Base funding is increasing each year and is impacting upon more appropriate levels of progression and retention.

The University continues with the strategic planning in the operations of a centralised Indigenous Academic Support Unit under the leadership of the Pro Vice-Chancellor, Indigenous Leadership. This has been done to focus the efforts in this area to broader strategic goals and to ensure consistency of support across all areas of study. Indigenous Academic Support staff are now located at Casuarina, Palmerston, Alice Springs, Katherine, Tennant Creek and Nhulunbuy campuses thereby ensuring that every CDU campus/centre has dedicated support for Indigenous students and a greater capacity for outreach to remote areas.

*Evidence to show these strategies and activities are working:*

The IASU is responsible for the implementation of a range of support initiatives across campus including one-on-one support for Indigenous students at all stages of study; the Indigenous Alternative Entry Program; the Indigenous Tutorial Assistance program; Indigenous Orientation Camp; Secondary School Strategy; Indigenous cultural celebrations on campus and the provision of dedicated resources for students in all regional campuses.

<b>Award Courses Completion - Bachelor Level and above (including Alternate exit)</b>						
	<b>2008</b>			<b>2009</b>		
	<b>All Students</b>	<b>Domestic students</b>	<b>ATSI</b>	<b>All Students</b>	<b>Domestic students</b>	<b>ATSI</b>
Completed in Original Course Enrolled In	924	823	26	1140	1027	34
Alternate Exit	52	37	1	24	16	0
<b>Total</b>	<b>976</b>	<b>860</b>	<b>27</b>	<b>1164</b>	<b>1043</b>	<b>34</b>

*Constraints on the ability to achieve this goal:*

The major constraint in achieving this goal on a Territory-wide scale include previously mentioned issues associated with remoteness, low levels of literacy and numeracy and, generally, getting the message out that University qualifications are both a desirable and possible outcome for Indigenous students.

*Plans for future improvement:*

Continued development of the IASU, and in particular, the geographical expansion of resources will increase the University's capacity to engage with the Indigenous community and support Indigenous students. The early identification and support of Indigenous secondary school students and the introduction of specialised Indigenous student Orientation Camps will ensure they are better prepared for the rigours of tertiary study.

To complement the increased effort in engagement and enrolment of students, the University will also review strategies focusing on retention of Indigenous students, and attainment levels, in line with best-practice.

A key feature of the ACIKE facility will be the cutting edge student support unit which will continue to provide academic and pastoral support to Indigenous students through upgraded facilities, the very latest in technology and a culturally secure higher education environment.

**Goal 6 - To provide all Australia students with an understanding of and respect for Indigenous traditional and contemporary cultures.***Strategies and Activities to achieve this goal:*

The School of Australian Indigenous Knowledge Systems (SAIKS) provides for the University's key focus on Indigenous knowledge systems, cultures and protocols. While the School has some very experienced staff in place many of the processes and guidelines are still in early stages of development and implementation due to the more intensive focus of the University upon Indigenous matters and the very rapidly changing external environment.

The University has an Indigenous Common Unit that is compulsory for all first year students, and SAIKS continues its long standing offerings in Yolgnu Culture and Language. The University is a major partner in the Desert Knowledge Cooperative Research Centre that has a significant focus on Indigenous issues.

Adding to the University's endeavours with promoting Indigenous knowledge based on the Northern Territory, the University is now the host for the United Nations University – Institute of Advanced Studies Centre of Excellence in Traditional Knowledge. The Centre will provide a range of opportunities to promote the recognition of the value of traditional knowledge systems from across the world.

The Centre will focus on research and training in many aspects of the traditional knowledge of Indigenous communities from a global perspective, develop the capacity of Indigenous communities, and provide significant and direct benefits. In particular the Centre will:

- Promote the use of traditional knowledge in national and local education systems
- Promote respect and use of traditional knowledge in mainstream science and technology
- Promote greater self-reliance for Indigenous people
- Develop greater resilience of traditional knowledge
- Develop the capacity of Indigenous communities to use their knowledge in a globalised economy.

Many of CDU's Indigenous Centre's hold Aboriginal names. The naming of Indigenous centres is significant and they have been allocated to help reinforce that the University is a culturally safe environment where Indigenous students who are studying at either Higher Education or VET levels can receive appropriate support during their learning journey. The names of the centres are done with the University's observance of appropriate cultural protocol and extensive consultation with the local people. The Indigenous names currently are:

Casuarina – Gurinbey  
Alice Springs – Akaltye  
Katherine — Yangan.garr  
Palmerston – Duwun

Tennant Creek and Nhulunbuywill hold naming ceremonies during 2010.

Since 2005 the University has assisted with the organization of the key forum and conference at the Garma Festival. This was the first part of a much more comprehensive and long term relationship with the Yothu Yindi Foundation. The Yothu Yindi Foundation was established in 1990 by elders from five Yolngu clans from east Arnhem Land, and one of their key objectives is to support and further the maintenance, development, teaching and enterprise potential of Yolngu cultural life. CDU also organised the 2009 Key Forum at Garma with a focus on Indigenous Creative Industries following on from the highly successful 2008 forum. Further information about the 2009 Garma Festival forum is available at <http://www.garma.telstra.com/2009/2009.htm>

*Evidence to show these strategies and activities are working:*

Higher education student retention has remained at a constant level. Likewise, the attraction of Indigenous staff and students demonstrates a positive experience on previous years with strong fields of applicants applying for Indigenous identified research positions.

A large number of University staff attended the Garma Festival and were active participants and leaders in a wide variety of activities.

The University is involved in many seminars, forums, symposiums and workshops throughout the year designed to promote and support Indigenous studies, including showcasing research outcomes; highlighting current social issues; and promoting best practice. These include a Forum on Climate Change and the Indigenous People in Tropical Australia; the Vincent Lingiari Memorial Lecture; National Indigenous Music and Dance Symposium; Forum on Indigenous Community Engagement; Teaching Accelerated Literacy workshops for Indigenous teachers; Public Lecture on the use of Racist Language in Australia and a Symposium entitled Art Works: Communities Thrive.

*Constraints on the ability to achieve this goal:*

The great diversity of Indigenous cultures and languages presents the unique constraint of having to make resource allocation decisions about exactly which areas will be offered. There are also a relatively large number of providers in the educational marketplace in the Northern Territory for those with a specific Indigenous focus.

*Plans for future improvement:*

Future planning in all of the areas mentioned in this document will take into account the mechanisms to achieve this goal.

The University and the Yothu Yindi Foundation continue to develop a long term relationship that includes organisation of the key forum at the 2009 Garma Festival and other significant activities.

Projects to be implemented as a result of the Senior Australian Teaching and Learning Fellowship will have students on campus and Aboriginal knowledge workers on country in their remote communities teaching languages and culture, including Indigenous art. The project will integrate and extend three ongoing collaborative research programs which focus on utilising digital technology for traditional knowledge work and supporting homeland communities with Internet connectivity, and professionalising Yolngu consultants and researchers.

The Australian Centre for Indigenous Knowledge and Education will significantly augment Indigenous education in the Northern Territory, contribute to closing the gap on Indigenous

disadvantage and make a significant contribution to the development of the intellectual and social capital of Indigenous Australians. The Academy for Indigenous Futures, part of a world-class Australian Centre for Tropical and Indigenous Livelihoods focusing on remote locations and tough environments will use CDU's strengths and draw on Western and Indigenous knowledge to create capacity and new know-how and apply this in effective partnerships to support economically viable livelihoods in multimedia, performing arts and related cultural fields. The vision for the Academy arose from CDU's commitment to Indigenous community engagement and to Indigenous futures. Funding is for building four learning and research hubs in communities, mobile learning units and purpose built refurbishments in Darwin and Alice Springs.

**SECTION 3 – EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT**
**Indigenous higher education expenditure 2009**

<b>INCOME for Indigenous higher education purposes</b>		
1	ISP 2009 grant only	\$794,000
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$0
3	<b>TOTAL ISP income for 2009</b>	<b>\$ 794,000</b>
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds) DEEWR ITAS TT funds HE \$375,000 DEEWR AFB related to HE activity \$21,595 DEEWR Cadetships \$56,000 CDU contribution to Garma \$45,000 CDU Indigenous University orientation \$15,000 CDU assistance to Cadetships/students \$210,000	\$ 722,595
5	<b>Total Indigenous higher education income for 2009</b>	<b>\$1,516,595</b>
<b>6 EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3)</b>		
6a	Operating costs, including salaries, for Indigenous support services	\$1,819,594
6b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (eg. New computers in the ISU). Computer Labs	\$48,000
6c	Higher education provider overheads.	\$210,000
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs). Printing, Stationery, Transport	\$ 20,000
6e	<b>Total Indigenous higher education expenditure for 2009</b>	<b>\$ 2,097,594</b>
<b>7 EXPENDITURE of Other Funds in 2009</b>		
7a	Expenditure of Other funds provided to Indigenous higher education Item 4 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).** ITAS Tutors AFB Delivery Costs	\$752,595

	Cadetships /students related costs – Salary Oncosts & Support Travel, Marketing, General Support	
<b>7b</b>	<b>Total Indigenous higher education income for 2009</b>	<b>\$ 752,595</b>



## **SECTION 4 – HIGHER EDUCATION PROVIDER’S CONTACT INFORMATION**

Office of the Pro Vice-Chancellor Indigenous Leadership

Charles Darwin University

Ellengowan Drive, NT, 0909

Phone 08 8946 6060 Fax 08 8946 6587

## **SECTION 5 – PUBLICATION OF THE STATEMENT**

CDU commits to publishing the Indigenous Education Statement 2009 on our website  
<http://www.cdu.edu.au/indigenousleadership/>