

Opportunity. Community. Ingenuity. Continuity.

A report to our supporters on the impact of giving in 2014



Our Philanthropic Vision.

A university where giving is at the heart of our culture; where our staff, students, alumni and friends are able to contribute to activities and opportunities that resonate with them. Through these gifts, Swinburne can continue to expand, innovate and impact the world around us on both a local and global scale.

Our Guiding Principles.



Our fundraising efforts stimulate and facilitate genuine, productive, authentic and lifelong relationships with our current and former students and staff, graduates, friends, foundations and corporations.



We ensure that donated funds are used in accordance with donors' intentions.



We respect and safeguard donor and prospective donor information and privacy.



We will only pursue gifts that fall within, or advance, Swinburne's mission and/or identified priorities.



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Welcome.

Message from the Chancellor and Vice-Chancellor



Photo: Mr Graham Goldsmith, Chancellor and Professor Linda Kristjanson, Vice-Chancellor and President

Your support is transforming the University.
We are honoured by your faith in Swinburne.
It motivates and inspires us to continue to reach
towards our vision of being Australia's leading
university in science, technology and innovation.

It is with pleasure that we present to you the 2014 report on the impact of giving at Swinburne. Thanks to your continued support and commitment to Swinburne, our people, programs and initiatives have accomplished great things. Your donations have enabled Swinburne to be more than just a provider of education, but also a source of inspiration for future generations and producing powerful research outcomes that will change lives.

In 2014, the university was again recognised for its teaching quality, highlighting Swinburne's commitment to providing our students with the best possible education experience. We were awarded the highest ranking for overall graduate satisfaction by the Good Universities Guide 2015, as well as receiving high rankings for teaching and generic skills.

We were thrilled to be able to open the \$100 million Advanced Manufacturing and Design Centre (AMDC) to students and staff at our Hawthorn campus. The AMDC is now supporting inter-disciplinary research and teaching across the fields of engineering, design, ICT and business, and giving our students access to world-class facilities.

In the online learning space, Swinburne Online has now educated more than 5000 students throughout Australia, with our first group of online students graduating last year.

A number of important initiatives underpin Swinburne's culture of achievement and inclusion, and these continue to be implemented. During National Reconciliation week, we launched our Reconciliation Action Plan, an important step towards improving the way that we, as a university, engage with our Aboriginal and Torres Strait Islander peoples, culture and history.

Amidst great progress we also have moments where we reflect and honour those who have left an enormous legacy behind them. Our year was touched by great sadness as we farewelled our dear friend and colleague, Professor George Collins, our Deputy Vice-Chancellor for Research and Development who passed away unexpectedly on Friday 14 November, 2014. George was a highly respected applied physicist, a trusted, admired and widely respected colleague and leader at Swinburne and within the wider Australian research community. He is greatly missed by us all.

Also, after nine outstanding years of leadership, Bill Scales AO stepped down as Chancellor. Bill oversaw a period of tremendous growth, innovation and progress at Swinburne. At our December graduation ceremony, we presented Bill with an Honorary Doctorate of the University to recognise his service to Swinburne, the state of Victoria and Australia.

You are leaving a legacy, too, by donating and we honour and value this contribution. In the pages that follow, you will see the direct and powerful effect of your giving on the Swinburne community and the people we serve. On behalf of the University Council, staff and students, we warmly thank you.

Graham Goldsmith
Chancellor

Professor Linda Kristjanson
Vice-Chancellor and President

Message from the Director, University Advancement

Since 1907, when George Swinburne and his wife Ethel made the initial donation of £2000 that went on to create Swinburne Technical College, Swinburne has been an institution built around giving and creating opportunities for others.

More than 100 years later, Swinburne and its staff, students, alumni and friends are still committed to the principle of giving. You continue this tradition, and it makes a significant impact across the university. As this report will demonstrate, your generous donations to our Annual Appeal and other fundraising programs have made an impact on the lives of many.

Your donations allowed us to send Swinburne alumna Liz Rodriguez to South East Asia to lead a group of four Swinburne students at the Humanitarian Affairs University Scholars Leadership Symposium. Liz was able to be an ambassador for Swinburne, while also advocating for those without a voice, something she is very passionate about.



Your gifts touch every part of this university – from student to teacher, researcher and administrator. Your support prepares Swinburne for new challenges and shapes our tomorrow. These gifts enable us to do so much more; build our research capacity, increase the number of student scholarships we can offer, strengthening our position and allowing Swinburne to further its reach and influence on the world around us in a positive and powerful way.

Your generosity gave seven Swinburne carpentry students the opportunity to travel to Cambodia and help build a community arts centre, giving more than 1000 families access to a valuable arts program and community hub.

For our alumni community, as well as the Swinburne calendar, the annual Barbara Dicker Oration was a highlight. The Barbara Dicker Brain Sciences Foundation supports research into dementia, depression, anxiety and sleep disorders and we thank Ian Dicker AM and the Dicker family for their contributions to the university and this research. More than 250 alumni and friends attended the 2014 Oration, where leading psychologist Professor Helen Christenson from the Black Dog Institute spoke on the community impact of mental health issues.

The generosity of Swinburne alumnus Steve Graham and his wife Margaret, and a growing number of other donors, has taken the Swinburne Leadership Institute from strength to strength. Focused on leadership for the greater good, it too has become a leader – a thought leader – in Australia, conducting a national survey on public beliefs about leadership and developing a talented pool of PhD researchers into leadership.

Along with our sadness at the departure of Bill Scales from the role of Chancellor, after nine years of inspiring leadership and dedication to Swinburne, comes our enthusiasm for the appointment of Graham Goldsmith, a Swinburne alumnus and dedicated supporter, as our fourth Chancellor. Graham has already made a notable contribution to the university since his formal installation in December, and we welcome him warmly.

This report represents just a sample of the many achievements made possible through your powerful philanthropic support. Please enjoy reading the stories of beneficiaries and benefactors alike.

A handwritten signature in blue ink that reads "Macgregor Owen".

Michelle Macgregor Owen
Director, University Advancement

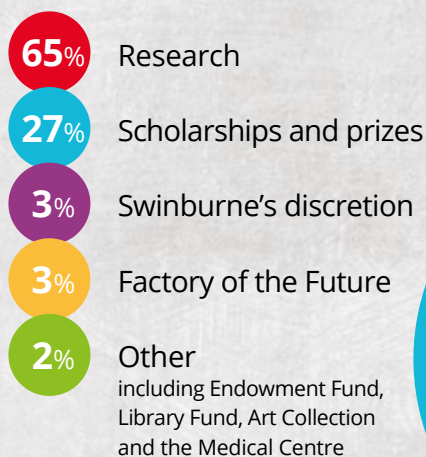
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I am tremendously inspired every time I spend time with one of our scholarship recipients. Their commitment to their studies and their desire to make a difference in the world reinforces to me how important our work is in bringing donors and recipients together.

Photo: Ms Michelle Macgregor Owen,
Director, University Advancement

Our donors.

Thanks to your continued support we have had an increase in gifts from 2013 to 2014 of 22 per cent. Our fundraising program gives you the option to choose which cause to support at Swinburne. These gifts make a transformational difference to the lives of many, whether it is supporting a particular group of students, contributing to meaningful research, or to valuable resources and facilities.



Research donations support world-class research in areas such as brain science, sustainability and nanotechnology.

Scholarships and prizes donations encourage high-achieving students to continue their studies even in the face of increasing financial challenge.

Swinburne's discretion allows the university to determine the area of most priority for gifts made. These areas cover scholarships, research and the Endowment Fund or other special projects.

Factory of the Future will provide industry and organisations with state-of-the-art facilities to explore conceptual ideas for manufacturing next generation products.

Other donations include, but are not limited to, funding the Endowment Fund, Library Fund, Art Collection and the Medical Centre.



In 2014 Swinburne maintained its Academic Ranking of World Universities, ranking in the top 400 (top 3%). Swinburne is now ranked equal tenth among Australian universities and third within Victoria.

In 2014 Swinburne received accreditation approval from the Council of Legal Education in Victoria to deliver our inaugural Bachelor of Laws course from Semester 1, 2015.

Our alumni and students.

Who are our alumni?

You are an alumna (female) or alumnus (male) if you are a Swinburne:

- graduate
- current student
- former student
- current staff member
- former staff member

Swinburne has been producing graduates since 1908.

Currently we have 160,000+ graduates residing in more than 140 countries around the world, with approximately 8,000 new graduates every year.

Swinburne University of Technology alumna Liz Rodriguez has won the 2014 Swinburne-Camberwell Rotary Community Service award. The award recognises exemplary humanitarian service, personal volunteer efforts and active involvement in helping others by an individual with links to Swinburne and the local community.

Where were our alumni located in 2014?

Our alumni are all around the world, in over 140 countries

Top ten countries:

- 1 Australia
- 2 Malaysia
- 3 China
- 4 India
- 5 Hong Kong
- 6 Vietnam
- 7 Singapore
- 8 Indonesia
- 9 Thailand
- 10 Sri Lanka



Our alumni and students.



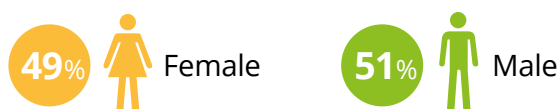
Who are our students?

Swinburne is committed to providing access to education to all sections of our community. In Australia, the student population is larger and significantly more varied than it has ever been. This growth has come from increased participation by Australian students in tertiary education as well as substantial increases in the number of international students in Australia. The result is a much more diverse student body with different expectations and experiences and different learning requirements.

In 2014, of the 59,000+ students at Swinburne, the following students identified as:



and:



In 2014 students who identified as:

Having a disability: 2563

"It is important that we consider how our university accommodates people with various abilities and allows us to become a more inclusive, tolerant and caring organisation. We are all very much dependent on the teamwork and cooperation of each other to fulfil our roles and contribute fully." (Vice-Chancellor Professor Linda Kristjanson).

To find out more information about how Swinburne is promoting an understanding of people with disability and encouraging support for their dignity, rights and well-being please see our AccessAbility Action Plan, which launched in 2014, by visiting swinburne.edu.au/stuserv/disability/aap.html

Indigenous: 239

In May 2014 we launched the Reconciliation Action Plan (RAP).

"Swinburne's Reconciliation Action Plan marks the beginning of a journey in which we will continually identify ways that we can enhance our knowledge and connections with Aboriginal and Torres Strait Islander cultures and history" (Vice-Chancellor Professor Linda Kristjanson).

International students: 10110

Low socio-economic status: 3978

Living in remote Australia: 377

How are our students studying?

Swinburne offers a range of flexible learning options to help students study in a way that suits their needs and circumstances. In 2014 our students identified the following as their study mode:

Higher Education

35% Full Time

65% Part Time

Pathways and Vocational Education (TAFE)

28% Full Time

72% Part Time

Swinburne University of Technology Film and Television students and alumni have taken out multiple awards in three separate categories at the 2014 Californian Film Awards.

The main building work of the \$100 million Advanced Manufacturing and Design Centre (AMDC), was completed in May 2014 and will further increase our research and teaching capabilities.



What are our students studying?

As a dual-sector institute offering both vocational and higher education programs, Swinburne delivers high-quality teaching – from certificates to higher degrees by research. We encourage our students through quality and a personalised education with courses across a diverse range of study levels and disciplines.

In 2014 students who were enrolled at Swinburne were undertaking the following:

- Undergraduate Degree 50.5%
 - On campus 27%
 - Open Learning 15%
 - Swinburne Online 8.5%
- Diploma/Advanced Diploma 11%
- Certificate 20%
- Postgraduate Research 1.5%
- Postgraduate Coursework 8.5%
- Other 8.5%

Fields of education

In 2014, our students were undertaking study in the following fields:

	HIGHER EDUCATION	PATHWAYS AND VOCATIONAL EDUCATION (TAFE)
Architecture and Building	1%	16%
Creative Arts	15%	8%
Education	5%	0.5%
Engineering and Related Technologies	18%	10%
Health	1%	12%
Information Technology	10%	2.5%
Management and Commerce	23%	19%
Mixed Field Programmes	2%	21%
Natural and Physical Sciences	9%	2%
Society and Culture	16%	9%

Introduction.

Swinburne University of Technology continues to thrive, due to the particular combination of our industry connections, technical and higher education training we offer, our focus on community and commitment to research and innovation.

We are committed to accessibility, and inclusion, and this extends to enabling students from all parts of Australia – and across the world – to undertake our courses, whether on campus or online. We offer innovative learning environments that focus on developing creativity and problem-solving skills, equipping our students to be adaptable life-long learners. All of the ways, in which our donors give, enrich the experience of those students who study at Swinburne, giving them entirely new ways of understanding and engaging with the world.

The following donor and recipient stories will demonstrate the foundations on which Swinburne is built, and the nature of those who support it, and who value what it offers. These elements are reflected in Swinburne's ambitious and rich 2020 Plan, which builds on a proud history of valuing all varieties of tertiary and technical education, and partnerships between industry and education providers.

From its origins as Eastern Suburbs Technical College, Swinburne has never lost sight of its initial vision: the belief that a well-rounded and practical education is one of the soundest foundations of individual advancement and social progress.



Opportunity.

Scholarships and awards play an important role in recognising and rewarding excellence achieved by students. One of the defining elements of scholarships is the opportunity they provide to students to achieve dreams beyond their life at university – inspiring them to give back in return.



Background image

Artist: Mr Bruce Vinall
Painting title: Merrivale Suite
Oil on canvas

Rewarding hard work and acknowledging sacrifice.



Photo: Recipients of the 2014 George Alexander Foundation Scholarships, (from left to right) Mr Joshua William Saunders, Ms Hayley Bennett, Ms Kit Henseleit, Ms Rachael Anne Morrow and Mr Joshua Don Galbraith with Senior Deputy Vice-Chancellor and Provost, Professor Jennelle Kyd (third from left)

The George Alexander Foundation Scholarships

Swinburne never takes for granted that tertiary education is one of the most valuable assets that young people can hold, and understands that gaining this can mean sacrificing other parts of their lives – such as living close to their families. The environment within which they attain this education not only prepares them for their future careers by teaching them practical, industry-related skills, it also gives them purpose, confidence, esteem and resilience.

At Swinburne we seek to support and encourage talented students who demonstrate potential and determination to achieve at university. This is an objective that we are lucky to share with the George Alexander Foundation.

Established in 1972, the George Alexander Foundation is an independent philanthropic foundation that aims to give back to the community by supporting and encouraging the pursuits of education for promising young people. The Foundation provides five scholarships each year, valued at \$22,500 over three years, to future Swinburne undergraduate students, who demonstrate academic potential, leadership skills, and a need to live away from home to obtain their education. The Foundation believes that these scholarships are an important investment in the future of individual young Australians and their ongoing contribution to the broader community.

Swinburne and its students are very grateful to the George Alexander Foundation for its continued support. As two of the 2014 Scholarship recipients Hayley and Kit explain, the scholarship is the perfect motivation for our high achieving students to keep pushing themselves.

“

Being a recipient of the George Alexander Foundation Scholarship impacted greatly on my first year at university. It has created many opportunities to meet new people and be part of a great support network, one that I will get to be part of for the duration of my course.

Thank you,
Kit Henseleit
(Bachelor of Design (Interior Design)/
Bachelor of Business)

“

Receiving the George Alexander Foundation Scholarship gave me unbelievable reinforcement that I was capable of achieving my dreams. I've always looked to the stars but never truly believed I could reach them. I've always been a realist. Receiving such a prestigious and highly regarded scholarship made me believe that I am capable of more than I ever thought possible.

Thank you,
Hayley Bennett
Bachelor of Arts (Digital Media)



Photo (left to right): Mr Jack Langhammer, Mrs Jillian Langhammer, the 2014 scholarship recipient Ms Shannon Nguyen, Ms Jessie Langhammer and Mr Michael Langhammer

Lending disadvantaged students a hand.

The Apollo First in Family Scholarship

“

Receiving the scholarship lifted a burden – I felt like someone had my back. Because of the scholarship I know that next semester I'll be able to pay for my books and student fees. I don't have to worry as much.

Swinburne student Shannon Nguyen proves that having somebody who believes in you makes all the difference. She is not only determined to do well, but also to pay it forward in the future.

Excelling at university isn't easy. It requires a lot of hard work, sacrifice and dedication. Sometimes, despite a student giving study their all, there are obstacles in their way that prevent them from achieving their best. The Apollo First in Family Scholarship is one initiative that helps to remove some of these obstacles.

Established in 2014 by Swinburne alumnus Michael Langhammer and his family, the Apollo First in Family scholarship aims to encourage education, through lifting some of the financial burden associated with study.

The scholarship provides \$7,500 per annum for three years to a Bachelor of Business student who is the first in their family to attend university, and who has experienced significant disadvantage.

As the inaugural recipient of the scholarship, Shannon, explains sometimes knowing that somebody has your back makes all the difference.

“Before receiving the scholarship university was incredibly overwhelming for me, and I was struggling to find the funds to support myself. Even paying for public transport to get to uni was a burden.

Receiving the scholarship lifted that burden; I felt like someone had my back. Because of the scholarship I know that next semester I'll be able to pay for my books and student fees. I don't have to worry as much.”

Shannon is the first in her family to attend university. After having spent some time in the work force she came to Swinburne as a mature-aged student, looking to up-skill and move into a career in marketing and tourism.

For Shannon, receiving the scholarship was a game changer, meaning that she could afford to do less paid work and devote more time to her studies.

“I didn't go to a great high school, and during my time there I learnt the difference between a handout and a hand-up. This scholarship is definitely a hand-up. It has helped me develop self-belief and drive. It motivates me every day and I am determined to finish with the best grades possible.”

Now at the half way point in her undergraduate degree, Shannon's goal is to forge a successful career for herself and one day be able to give back to students just like her.

“Meeting the Langhammers and seeing that they were a caring family and not a large organisation has inspired me. Hopefully one day in the future I will also create a scholarship for students in need. I was given a great opportunity and wish to give the same opportunity to others.”

Helping to close the gender gap.

“

Education is critical for life, in terms of access to employment, building skills, building confidence, and esteem. We need to give everyone the opportunity to have access to education. From my point of view that means access to the really sound, practical, life-changing education that Swinburne provides.

Swinburne Director of Facilities and Services Kirsten Jeffery explains how donating to scholarship funds, such as the Kath Watson Scholarship, can have a big impact on inequality.

If there is one thing that Swinburne University of Technology alumna and Director of Facilities and Services Kirsten Jeffery believes in it is equal access to education.

“Education is critical for life, in terms of access to employment, building skills, building confidence, and esteem. We need to give everyone the opportunity to have access to education. From my point of view that means access to the really sound, practical, life changing education that Swinburne provides.”

Kirsten has been supporting Swinburne and its students through regular donations to the Annual Appeal since 2007. In recent years all of her donations have gone towards supporting disadvantaged women in education through directly donating to the Kath Watson Scholarship.

The scholarship, established in 2011 by former Swinburne council member Dr Kathleen Watson AM, aims to help support female students from disadvantaged backgrounds, by encouraging them to undertake tertiary education, by helping to reduce the need to work outside study.

As Kirsten explains, supporting women attain tertiary education is something she feels very passionate about, because of the choices and opportunities that her education gave her.



Photo: Ms Kirsten Jeffery, Swinburne
Director of Facilities and Services

“I feel fortunate to have been given opportunities which take advantage of the fantastic education at Swinburne, and then to have a fabulous career that I have built out of that foundation. But not everybody is fortunate enough to have those opportunities, through disadvantages or hardships that are out of their control, some people miss out. Through my donations to the Kath Watson Foundation I hope to be able to help provide somebody the same access to opportunities that I've been fortunate enough to have.”

Kirsten is part of a growing group of Swinburne alumni, staff and friends who provide ongoing support to the scholarship. She explains it is the group's hope that their support will help raise awareness about the ways individuals can come together and help tackle big issues like female disadvantage.

“We need to encourage women to be independent, and education is a very important step to help ensure that. I think the Kath Watson Scholarship goes a long way to helping achieve this, because it helps ensure that disadvantaged women have the chance to get an education.

“I contribute a small amount to the scholarship, and I think perhaps people don't appreciate their ability to make a difference. But if everybody made a small contribution then we would see those small bits become bigger and bigger, and eventually we could do something big together.”

Inspiring a passion for science in women.



It was always very important to my mother that her girls had every opportunity in life that education affords, and she worked very hard to make this happen. I am grateful to her for all her efforts, and I hope that this scholarship is a fitting tribute to her.

Alba Sorati Scholarship

Inspired by her mother's example, Claire Sorati explains why she established the Alba Sorati Scholarship for women.

Making sure that her girls had options in life was critical to Alba Louise Sorati. Alba was born in Egypt in the 1920s. She received a good education and enjoyed the benefits of living in a vibrant multicultural, multi lingual community. In the early 1950s, after considerable political upheaval in Egypt, Alba and her family moved to live in Melbourne. The husband and wife team worked tirelessly to ensure their children had an education that they could forge a career from.

Now, to honor her mother's memory and passion for education, Alba's youngest daughter Claire has established The Alba Sorati Scholarship for women.



Photo: Ms Claire Sorati (left) with the 2014 Alba Sorati Scholarship recipient Ms Thi Kim Oanh Nguyen

"My mother was passionate about education. In the '50s when my sister and I were going through school, girls did domestic rather than real sciences, and Mum was not having any of that. She went out of her way to find a school where girls could study mathematics and science.

Later in life when my sister and I had graduated from high school and gone on to university, I asked her why she sent us to a school so far away from home that we had to take two trains to get there, and she said it was because the boys at Scotch College don't do cooking, so why should you?"

The Alba Sorati Scholarship for women aims to support female students from disadvantaged backgrounds to undertake or continue tertiary education in the sciences. The Scholarship provides \$2,000 to the students, paid in instalments over the course of the degree, to aid in the purchasing of texts and other study related costs.

As Claire explains, this Scholarship is a fitting legacy for her mother, who did everything within her power to support her daughters in their studies.

"My mother always supported my sister and I, whatever we wanted to do she was behind us. This is only a modest scholarship, but it will hopefully make a difference to somebody, and knowing that people will benefit from the scholarship makes me happy, and I know it would make Mum happy."

The Alba Sorati Scholarship was established in 2014, and will be awarded annually to help support and inspire women studying science, technology and engineering.



Photo: Ms Alba Sorati

Swinburne prize fosters engineering for change.

WP Brown Prize

“

I didn't pursue a passion for volunteering, I just find it so rewarding personally and socially. And with respect to academic performance I think the reason I thrived at university is that I just enjoyed it so much. It was a real privilege to attend such a fantastic institution, with a fantastic culture.

Joshua McLeod was surprised to receive a prize, finding his experience at Swinburne so rewarding in itself.

As both a university and vocational education provider, Swinburne's mission is to develop outstanding students and research that will have a positive impact on the community. With the help of our generous alumni and friends we are able to offer Swinburne students a number of prizes that aim to motivate and encourage community involvement and volunteer work. One such prize is the annual WP Brown Prize.

Established and funded by Engineers Australia (Victoria) in memory of Dr William (Bill) Piper Brown AM, the annual WP Brown Prize is an important legacy at Swinburne. The \$600 annual prize not only acknowledges outstanding academic achievement in the field of engineering, but also recognises prolonged community service.

For 2014 recipient Joshua McLeod receiving the award was an unexpected honour:

"I didn't pursue a passion for volunteering, I just find it so rewarding personally and socially. And with respect to academic performance I think the reason I thrived at university is that I just enjoyed it so much. It was a real privilege to attend such a fantastic institution, with a fantastic culture."

Robotics Engineering and Computer Science student, Josh made the decision to study at Swinburne as a year ten student while attending a robotics themed school excursion.

At Swinburne Josh not only excelled academically but he also made a significant contribution to the Swinburne community. He founded the Swinburne choir, became a leader in the School of Engineering 'connect program' which helps first and second year students settle into Swinburne, and gave his time to tutor fellow students. Outside of Swinburne, Josh also volunteered as one of the coordinators of the St Vincent De Paul Melbourne soup van.

"I enjoyed the fact that Swinburne is a part of the wider community. There is no real separation from being on campus to being on Glenferrie Road and I think that connection to the community is very grounding."

Today Josh works as a mentor and tutor in engineering, information technology and maths at Trinity College in the University of Melbourne – a role that he is very passionate about.



Photo: Mr Joshua McLeod

"I've come to realise that what I am passionate about is learning, teaching and of course, systems. This is not a perspective I had when I was going through university; this is one that I had to leave the university system to recognise in myself."

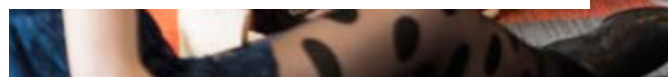
Josh also continues to volunteer at the soup van. He is putting his systems skills to use through his involvement in Code for Australia, a community service initiative that aims to build open source technology that will make government services simpler and more accessible.

Josh is too humble to admit it, but sets an example for both Swinburne and the wider community in living a life designed to improve the lives of others. How does he describe his approach?

"I try to imagine the best life I can and then create it, and so today I am living the best life I can think of. When I do think of something that could be better I will try to create that and merge it into my life."



Student Achievement Awards: encouraging greatness.



“

The student achievement award I received from Swinburne in 2014 allowed me to replace my old laptop and put money aside to finally edit my manuscript. More importantly however, it validated my decision to keep going – to keep studying when the world seemed at its most grim. The award made it feel as though there were people out there who understood and cared. Thank you for the opportunity.

Regards, **Cheryl**

“

Receiving a Student Achievement Award has shown me that when you value education, hard work and determination as a way of changing your circumstances for the better, there are great people willing to believe in you and support you. This is a lesson I am proud to teach my children and those around me as they watch me pursue my goals.

Regards, **Nerida**

“

Receiving a Student Achievement Award has helped me both financially and mentally. This scholarship has helped to pay for my medical costs, and ease my anxiety over the funding of these expenses. This award has proved to me that even when things seem impossible and when my depressive thoughts are at their strongest, that I can achieve anything that I set my mind to, and that I am able to continue to pass and succeed at university. However, most importantly, this scholarship now serves as a reminder to myself that I am strong, and that I can keep fighting long after I thought I ever could.


Thanks, **Felicity**

The Swinburne Student Achievement Awards, encouraging students since 2004.

Swinburne's motto is FACTUM PER LITTERA (Achievement through Learning). We believe that a practical, industry-focused education is the best foundation for our students to build a career on. But we also know that sometimes things happen in life that make attending classes, completing homework, or handing in an assignment too difficult. With the support of our generous alumni and donors we have been able to establish the Student Achievement Awards.

Established in 2004, these awards recognise students who, despite hardship, have kept up with their studies at Swinburne. They provide students with a one-off award of \$1,000 to help ease the burden of hardship, and encourage them to keep studying.

In 2014, 46 students received a Student Achievement Award. Here are some of their stories:



Opening doors for Swinburne students.

Photo: Dr Judith Kinnear



I'm doing a small thing with my travel scholarship, but it's a small thing that opens the door for someone.

Judith Kinnear Student Travel Scholarship

Scholarship broadens the world of study, offering new opportunities to connect.

Travel offers an education in itself. It's a view that Swinburne University of Technology alumna and former Massey University Vice-Chancellor Professor Judith Kinnear holds, to the extent that in 2013 she established a travel scholarship. Judith has been a long-time supporter of Swinburne, having donated to the Annual Appeal for more than a decade. Until 2014, the Judith Kinnear Student Travel Scholarship provided \$2,000 to a final year undergraduate student or a postgraduate student to travel to attend a conference. From 2015 the scholarship increased to \$5,000, and is available exclusively to postgraduate students.

Judith chose to establish a travel scholarship because she believes that travelling broadens a student's educational experience, by taking them out of their comfort zone.

"A major part of your academic growth is realising that there is an academic world outside of your university."

"I think conferences are an important and powerful broadening of your academic experience, because they take you to new locations. Conferences also put you into a context where you're meeting new people from different institutions and within your own academic field, ultimately building a network of contacts. Conferences really open doors for people."

For Bachelor of Engineering student Mardi Cuthbert, receiving funds from the Judith Kinnear Travel Scholarship in 2014 was life-changing.

Mardi used the funds to attend the Australian Institute of Transport Planning and Management National Conference in Adelaide, where she was inspired and energised by the presenters and networking events.

"The conference gave me the opportunity to meet and network with leading professionals in the traffic and transport industry. I can now say that I know consultants in Queensland, modellers in Perth, planners in Adelaide, auditors in Sydney and engineers in South Africa."

Mardi is now using the knowledge that she gained at the conference in her new job as a Transport Engineer at Banyule City Council.

"I have returned from the conference with a worldly and mature approach to my studies and career development. I have taken great inspiration from the many people, papers and places I interacted with in Adelaide. I will carry the experience with me throughout my career."



Community.

All Swinburne students, whichever path they follow, are encouraged to strive for excellence, and to remember the importance of community when applying the skills they learn. One of the great strengths of the Swinburne community lies in the diversity of its members, and the value it places on each and every one of them. The donors who support Swinburne students open up whole new worlds for them to explore and connect with.



Background image

Artist: Mr Bruce Vinall
Painting title: Merrivale Suite
Oil on canvas



“

I think if you talk to the guys and ask them what the most memorable part of the trip was – what stuck with them the most – the answer is going to be the kids, because after we finished working every night we would go and play cricket or soccer with the local kids. The guys really made a connection with these people.

Photo: Mr Jon Wallace, third from right, with second year Swinburne apprentices

Building change in a Cambodian community.

Through the 'Global Tradies' study tour Swinburne apprentices give back but also learn to understand their own diverse community

In 2014 Swinburne academic supervisor Jon Wallace, from the Centre for Engineering, Technology and Trades, took a group of second year Swinburne apprentices on a two week study tour to Cambodia to build a community centre.

This project surfaced in 2013, when a representative from the Mayibuye Foundation approached Jon asking for help to build a community centre that would provide a safe space to run community arts and education programs.

As Jon explains, it was a request he couldn't refuse:

"Mayibuye is a South African word that means 'getting back what was lost'. After talking to the people from Mayibuye I had a weekend in Cambodia where I caught up with a Cambodian friend of mine. He showed me the killing fields. He showed me their history and what took place under the Khmer Rouge regime. He showed me what they lost, and that's when I really understood what the Mayibuye Foundation was trying to do, and I thought we just have to try and make this project happen."

What followed was 12 months of campaigning and fundraising with film screenings, sausage sizzles, and a gala dinner. With the help of Swinburne alumni and friends, as well as corporate and public donors, Jon was able to raise \$20,000 to purchase building materials for the project.

In February 2014, Jon and seven carpentry students went to Cambodia where they worked alongside Cambodian tradespeople to lay the foundations for the community centre. The students also learnt about Cambodian culture and history with visits to the Royal Palace, temples, Tuol Sleng prison and the killing fields.

"This experience changes the students, expanding their horizons and making them better citizens of the world. Even though a lot of them had travelled overseas before, to actually go and travel somewhere where you stay with a group of people and work alongside them has a big impact. The guys are able to see a different culture and they learnt how they can make a difference," Jon said.

"Out at the Croydon campus we have Burmese and Iranian refugee students studying with us. So our apprentices who have been to Cambodia now have a better understanding why refugees want to be here, because they have seen genocide and know what it is that these people are leaving, and why they are running away from what is back there."

In 2015 Jon has plans to return to Cambodia with another group of students to finish the centre and help to build a community-recycling centre.

Jon and Swinburne's Centre for Engineering, Technology and Trades have also partnered with the Centre for Education and Research in Environmental Strategies (CERES) in East Brunswick to build schools in India, and the AusEd UniEd Group (AUG) to build and renovate orphanages in Nepal.

"This study tour program is one thing that we are able to offer these students that they are not going to get anywhere else. It adds value to the students' education because it teaches them a new world perspective."



Photo: Swinburne apprentices working on the community centre, Cambodia 2014

Young Mums supported to achieve through education.

Sometimes the gift of parenthood comes a little earlier than expected. Our Young Mums initiative is supported through giving, that allows young women to complete high school alongside their children.

Since our founding in 1908, Swinburne has made every effort to improve opportunities and access to education for young people. Teenage parenthood is one challenge that often results in an inability for young mothers to complete their education, creating a cycle of disadvantage for both the young parent and her child.

Established in 2007 at the Swinburne Croydon Campus, the Young Mums Victorian Certificate of Applied Learning (VCAL) program is combating disadvantage by enabling young mothers to pursue their high school education, while caring for their children within a classroom setting.

The program provides a safe space for mothers aged 15–20 to complete Year 11 and 12 qualifications. The program also offers a range of vocational qualifications, ranging from Certificate II in retail services to Information Technology Services and trades, thus providing valuable transferable skills and a potential pathway for future employment.

As Program Director Louise Shilling explains, the Swinburne Young Mums program exists to fill an important gap in the education and welfare system.

“Schools often can’t deal with pregnant students, so it’s lucky that we exist for them. Typically, a school might be able to keep them there until they’re about seven months pregnant, and then they send them home. After they’ve given birth, they are meant to return to school without their baby, and just be a normal student. But that’s just not right – they are mothers now, and it disconnects them from their babies in that important first year.

“Our students come from varied and diverse backgrounds. Some of these young mums come from quite dysfunctional backgrounds. They might have parents who have always been on welfare. Maybe no-one’s ever told them they’re doing a great job, or being a good mum. Some only feel safe within our program. Others have a mother and a father and a loving home. These girls are often judged negatively by others, and it’s important for them to connect with peers in similar situations.”

A community service initiative, the Young Mums program is grateful for the support it receives from Swinburne alumni and the wider community. This enables the program to purchase toys and baby accessories, as well as enabling Louise to offer programs like Mother Goose music, early literacy outreach, and mental health visits to the classroom for the mothers and children.

Swinburne would also like to acknowledge the Helen McPherson Smith Trust, which in 2011 provided a generous grant to the Young Mums program that enabled the expansion of the program to sites in Cranbourne and Maribyrnong. This was an important step in providing more young mothers with the options in life that education provides.

Eight years after its founding, the Swinburne Young Mums program has helped over 100 young mothers obtain their Victorian Certificate of Applied Learning. As Louise explains, having the opportunity to run the program is both a privilege and a passion.

“It’s a privilege for me to be part of this program. Yes, it does get intense sometimes, but when I see the mums and babies and get a smile or a cuddle, I’m quickly reminded why I’m here. I know we do make a difference and change lives, just by offering a safe, non-judgmental, educational environment along with a little bit of love.”

In 2009 the Young Mums program was recognised as the Victorian Training Initiative of the Year at the Victorian Training Awards. The program has also been recognised by the National Association for Protection against Child Abuse and Neglect (NAPCAN) and the Diversity at Work Awards. In 2015 Louise hopes to build on the Vocational Education qualifications that the program offers.

“

I’m here because I know what we do makes a difference and changes lives, just by offering a safe, non-judgmental, educational environment along with a little bit of love.

Photo: Ms Louise Shilling, second from the right, with some young mothers and their children
Photo by Peter Garnick



International donor counts his lucky stars after encountering Astronomy Online.

Generous Swinburne donor Richard West says sometimes a life changing experience – and community – can be found in the most unexpected places.

“

I contribute because the astronomy course has been such a life-changing experience for me. It's not something that you can go into a shop and buy, so in recognition of that I like to give back.



Photo: Mr Richard West

Sixteen years ago Swinburne University of Technology did something brave - it launched Swinburne Astronomy Online, a first of its kind fully online postgraduate degree program in astronomy.

Swinburne Astronomy Online courses are unique. The online delivery model enables people from all over the world with a shared love of astronomy to come together and study the cosmos. One such person is Richard West.

Hailing from Canada, Richard is an engineering executive, who has always been fascinated by the majesty of space. It took a chance sighting of a Swinburne advert in a magazine – and a forceful nudge from his wife – before he signed up for the Swinburne Master of Science (Astronomy) course. But once he was in, there was no place he would rather have been.

“I've been reading astronomy books all my life and I get a real kick out of being able to share my love of the stars, so this course was just brilliant for that. I absolutely loved it.”

Richard graduated from Swinburne Astronomy Online in 2006 and, upon reflection, says that one of the most rewarding parts of the course was the camaraderie that developed between the students.

“The variety of backgrounds of people in the course was huge. We had a guy who was a director of a medical unit in Arizona, me, who was a vice president of an engineering company, and I remember there was one person in the course who was actually organising for people to go up on Russian rockets into space!

“We were all very different, but we also had one thing in common – we loved it. In fact all of us said when we finished the course that it was the saddest day we'd had for years. We all wanted to carry on.”

Richard started donating to Swinburne Astronomy Online in 2007 to help launch the inaugural Swinburne 'AstroFest' event, and he has continued his support for Swinburne Astronomy Online by donating to the Annual Appeal.

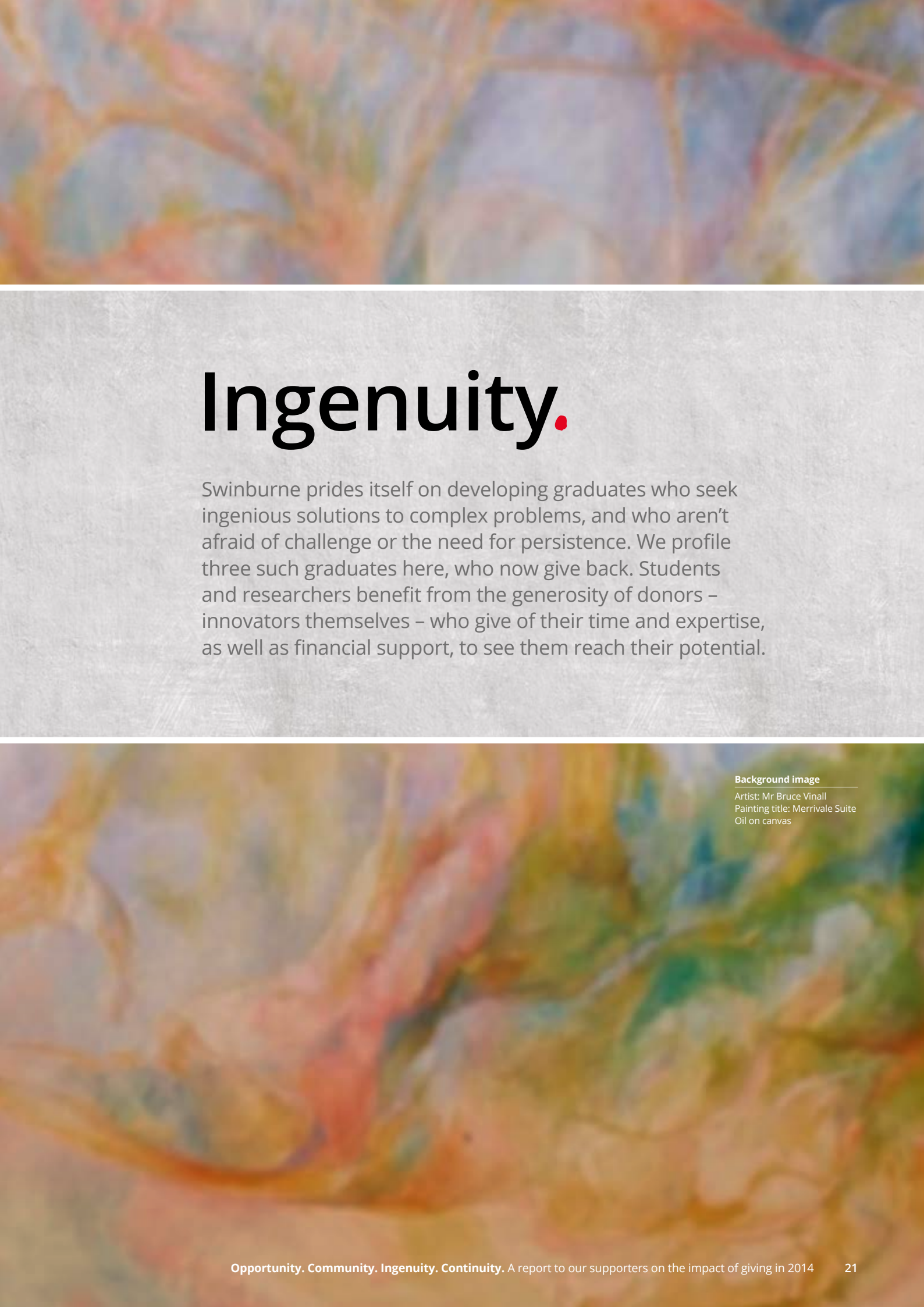
“I contribute because the astronomy course has been such a life-changing experience for me. It's not something that you can go into a shop and buy, so in recognition of that I like to give back.”

As of 2014 Swinburne Astronomy Online has had more than 400 graduates, with approximately 200 people from over 20 countries around the world studying with them each semester.

'AstroFest', which was kick-started by Richard and other generous Swinburne alumni and friends in 2007, will be repeated in 2015 in Hawaii. The event will bring members of the Swinburne Astronomy Online community together giving students, alumni and lecturers the opportunity to participate in a weekend of stargazing, skill building workshops, lectures and fun.

Photo

Author: Mr Fabian Jankowski
(Swinburne 2014 Research Student
Image and Photography Competition)
Image title: Molonglo Radio
Telescope and Milky Way

The background of the page is an abstract painting with a complex, layered composition. It features a mix of warm colors like orange, red, and yellow, along with cooler tones of blue and green. The brushstrokes are visible and expressive, creating a sense of movement and depth. The painting is identified as 'Merrivale Suite' by Mr Bruce Vinall.

Ingenuity.

Swinburne prides itself on developing graduates who seek ingenious solutions to complex problems, and who aren't afraid of challenge or the need for persistence. We profile three such graduates here, who now give back. Students and researchers benefit from the generosity of donors – innovators themselves – who give of their time and expertise, as well as financial support, to see them reach their potential.

Background image

Artist: Mr Bruce Vinall
Painting title: Merrivale Suite
Oil on canvas

Successful inventor Barry Lim's philosophy of giving.

The Melolisa Foundation



A university degree is only a basic step to personal development. It is the key to expanding the mind and horizons of the student, who then set off on their own journey.



Photo: Mr Sun Heng (Barry) Lim

Swinburne alumnus Sun Heng (Barry) Lim reflects on his own path and explains why he and his family believe in always giving back

In 1971 international student Sun Heng (Barry) Lim graduated from Swinburne University of Technology Hawthorn with a Diploma of Commerce, a qualification that provided Barry with a platform from which to launch a career.

After graduating, Barry went on to work in the finance industry for a number of years, then finding success in plantation management and agriculture research. It was this new career path that allowed him to combine the skills of critical financial thinking that he learnt at Swinburne with exploration and invention, as Barry explains:

"A university degree is only a basic step to personal development. It is the key to expanding the mind and horizons of the student, who then set off on their own journey."

For the past 44 years Barry has chosen to maintain a close association with Swinburne, by helping to support the Swinburne Sarawak campus, providing funding for collaborative research projects both in Malaysia and Melbourne, and supporting and advocating for the Swinburne Indigenous Youth Development Program.

Swinburne is extremely grateful for this support. Particularly for the Sarawak campus, which was established in 2000, and today offers foundation studies, undergraduate courses and postgraduate courses to more than 4000 students.

As Deputy Vice-Chancellor and Chief Executive Officer of Swinburne University of Technology Sarawak Campus, Professor Anthony Cahalan, explains:

"Through the Melolisa Foundation, Barry has provided scholarships to deserving Malaysian students (pictured below) pursuing foundation and undergraduate courses at Swinburne Sarawak. With his contributions these students have had the opportunity to become Swinburne students and in the future successful alumni, like himself.

"As an inventor and innovator with over 40 years of experience in business and agricultural technologies, Barry

also provides support to collaborative research projects that draw on the expertise of Swinburne Sarawak staff to produce outcomes that benefit Sarawak and Malaysia. His continued support of Swinburne Sarawak brings together the university's key areas of focus on students, research and engagement."

Barry also provides supported university places for promising young Malaysian students through his family's Melolisa Foundation. The foundation, named after his late step-mother Messie Low Liew Saik, serves to ensure that many other young people will continue to have the same opportunities to expand their horizons that Barry was given.

Barry's philosophy around giving has always been simple. "My family has a history of giving back to the community, starting with my father who was an orphan. In 1912 he received three years of primary schooling at the Methodist School in a small backwater town in Malaysia. He later supported the schools in that same area, giving scholarships, funding the construction of school buildings, libraries, science laboratory, and many more projects that facilitated learning. Thus the tradition was set. As for myself, I chose to give back to Swinburne because this is where my roots are."



Photo: Scholarship recipients from the Melolisa Foundation pursuing foundation and undergraduate courses at Swinburne Sarawak Campus

Philip Ting AM cultivates an entrepreneurial spirit.



Photo: YBhg Datuk Dr Ding Ing (Philip) Ting AM

“

Swinburne means a lot to me for it is there that my character was moulded during the most impressionable years of my life. I am grateful for the kindness and opportunity I have received in life through education.

Alumnus and donor YBhg Datuk Dr Ding Ing (Philip) Ting AM was one of first international students at Swinburne and has never forgotten the opportunities this education provided him.

YBhg Datuk Dr Ding Ing Ting AM (Philip, to his friends) began his association with Swinburne in 1971, when he came to the Hawthorn campus to study a Bachelor of Business, becoming the first international student to graduate with this qualification.

Philip went on to forge a long and successful international career in business and entrepreneurship. He now sits on the boards of many companies in the Asia Pacific region and is Australia's longest serving Honorary Consul in Kuching, Sarawak, Malaysia for which he recently received an Order of Australia.

Despite his busy life, Philip has maintained an uninterrupted association with Swinburne both in Australia and Malaysia. For more than 40 years he has consistently donated his time as a council member at Swinburne Melbourne, as a member of the executive committee, and chair of the finance committee at Swinburne Sarawak. Philip has also consistently made himself available to advise students and staff alike.

“I chose to become philanthropically involved in Swinburne, principally to thank Swinburne and Australia for giving poor Asian kids like me a free education in Australia without which I could have conceivably ended up as a ‘nobody’ in life. I am repaying Australia and Swinburne for the kindness shown to me when I needed it most.”

Philip also financially donates to Swinburne. Having previously funded life changing scientific research at the Hawthorn campus, he now facilitates and funds the annual Entrepreneurs Roundtable event at Swinburne Sarawak.

This is a public event that gives students and the Malaysian public alike the opportunity to meet and learn from some of the most successful entrepreneurs in Malaysia and Singapore. The event aims to inspire through encouraging the sharing of thoughts and experiences in entrepreneurship.

“Having seen the explosive growth of commerce and wealth in Asia in the last 30 years, I am convinced that the way to wealth and personal fulfilment in the future is creating and running your own business. Knowledge about entrepreneurship, leadership, people skills, a desire to continuously improve, and an ability to recognise and tap the best people to work for you, are key ingredients to success.”

Events such as this are invaluable to the Swinburne community and we thank Philip for his continued support. As Professor Anthony Cahalan, Deputy Vice-Chancellor and Chief Executive Officer for Swinburne Sarawak explains:

“Philip, through his support, highlights and accentuates Swinburne's reputation for industry engagement and innovation in Sarawak, Malaysia and the wider region.

“He has contributed his tireless enthusiasm and financial support for many years to ensure the success of Swinburne Sarawak. He was integrally involved in the establishment of the campus in 2000 and has been an active and supportive Board and Council member since then. He is constantly creating opportunities to connect Swinburne with industry and innovation.”

In 1996, for his significant contributions in business and engagement with the university, Philip was awarded an Honorary Doctorate (honoris causa). But perhaps for Philip the greatest reward for all his years of hard work and engagement with Swinburne is seeing the story come full circle, with the recent enrolment of his son Brendan in the newly established Swinburne Law School.

“My wife and I are over the moon that Brendan has decided to follow in my footsteps and to continue our family's very close association with Swinburne, both in Melbourne and in Malaysia. I was, and have continued to be, impressed by the very high quality and practical education that Swinburne provides its students and I want Brendan to benefit from this same experience which I had, some 44 years ago.”

A compass in the field of information technology.



Photo: Mr John de la Motte



Compass greatly values the partnership with Swinburne. As a past student, I was fortunate to be involved in the program and am delighted to be able to continue my relationship with the university. The BIT degree and its link with industry through sponsored placements makes it the qualification of choice within our company.

A former scholarship recipient now uses his innovative business to offer opportunities to IT students

John de la Motte, Director and co-founder of Compass Education, represents a growing number of alumni that as beneficiaries of Swinburne's renowned Work Integrated Learning (WIL) programs as students, have come full circle and partnered with the University to host current students on placement within their own organisations.

This mutually beneficial arrangement provides valuable work experience and enhanced employment outcomes for Swinburne students and an unmatched opportunity for host organisations to source, educate and recruit the best graduate talent available.

Compass Education created and developed the Compass school platform used by hundreds of schools in Victoria, Queensland, New South Wales and Western Australia. Compass is a cloud based Software as a Service (SaaS) system used for school administration, learning management, behaviour tracking, parent portal, assessment and more.

John graduated in 2007 from Swinburne's prestigious Bachelor of Information Technology (BIT) scholarship program. He first commenced software development in the education space in a part time capacity at Balwyn High School while undertaking his degree at Swinburne. There, he applied his development knowledge from his studies and industry placements to create an online reporting system.

Following completion of his degree and while working as a consultant to AXA (now AMP), John co-founded JDLF International (now Compass Education) in 2010. Since then, the company, which is based in Balwyn North, has grown from two to over 50 full time staff. The company has recently been approved as a registered training organisation by ASQA and is working with Cisco Academy to develop secondary school information technology extension programs.

In 2013, Compass Education partnered with Swinburne University's Bachelor of Information Technology degree – the program from which John graduated in 2007 – following the challenges it faced in recruiting high-quality, well rounded, information technology graduates.

John de la Motte explains the reasons behind the move: "Compass greatly values the partnership with Swinburne. As a past student, I was fortunate to be involved in the program and am delighted to be able to continue my relationship with the university. The BIT degree and its link with industry through sponsored placements makes it the qualification of choice within our company."

Compass Education offers placements across a number of areas within the business. Stuart McGoldrick, another BIT graduate, is the manager of software development within the company and has oversight of a team that includes more than 10 software engineering, database management and network design and security graduates from the BIT and other Swinburne programs.

Thank you to our generous industry sponsors, whose ongoing contribution has made this program possible:

- Coles
- Fenwick Software
- Fleetpartners
- GE Capital
- InfoReady
- JDLF/Compass Education
- KPMG
- Melbourne Water
- National Australia Bank
- Newcrest Mining
- PwC
- Seek
- Siemens
- SMS Management
- Swinburne University of Technology
- Unico

Photo: 2014 BIT students at the official program lunch





Photo

Photographer: Ms Giulia Savorgnan
(3rd Place Winner 2014
Research Student Image and
Photography Competition)
Image title: Gravitational Doubts

Research at Swinburne.

At Swinburne, we keep our research focused so we can deliver big results. With the assistance of donors and supporters, we are able to operate in niche and developing markets, and grow our reputation for innovation and excellence in applied research. This support is critical to us continuing to develop world-changing projects.



Housing is essential to everyone's life. Every single person is affected by the capacity to get housing, for their security and wellbeing.

Taking a forward-thinking approach to housing security.

Lord Mayor's Charitable Foundation

Social researcher Dr Andrea Sharam, from the Swinburne Institute for Social Research, shares how independent research grants can change tomorrow today.

For Swinburne social researcher, Dr Andrea Sharam, housing is everything. She has spent many years researching and advising on issues in public planning and policy that may prevent people from accessing housing.

Now, thanks to a generous funding grant from the Lord Mayor's Charitable Foundation, her research focus is able to expand scope, explore and make recommendations on issues that affect our ability to retire.

Andrea's study 'Household Security at Midlife', seeks to answer the question: 'What critical life events are happening to those in households aged between 40–65 that will prevent them from reaching the requisite wealth they need to sustain retirement?'

"Today, what we are seeing is a lot of disruption to households. Whereas in the past, people's life courses were fairly predictable – they would leave school, partner, buy a house and pay off the house all by their middle age. Today people are partnering and un-partnering to a far greater extent, and as a result many are losing home ownership. These are just some of the critical life events that are interrupting people's wealth accumulation. We are particularly interested in the role of gender and its implications."

"This is important, because the Australian aged pension system assumes full home ownership at retirement as does the superannuation industry. This reliance on these assets means any significant disruption that prevents people from achieving enough wealth to retire will leave those people vulnerable to homelessness later in life."

This important research was made possible due to a funding grant from the Lord Mayor's Charitable Foundation. Established in 1923, this foundation has a long and proud history of supporting the community through changing times. The foundation aims to increase life opportunities and promote social inclusion, through funding research into community and social issues, through a combination of grants, research, partnerships, communications and investment tools to grow and build strong communities. As Andrea explains, independent funding of this type is vital to social researchers.

"Unfortunately this kind of social research struggles to obtain government funding because gender issues are a low priority. Philanthropic funding is crucial to enable a diversity of research projects.

"We are incredibly fortunate that we can partner with Lord Mayor's Charitable Foundation on this important public policy issue."

Sowing the seeds of neurobiological understanding.

Barbara Dicker Brain Sciences Foundation seed grant

Cognitive neurobiological researcher Professor Susan Rossell explains how a seed grant can help a project grow.

The brain is the most fascinating and complex organ in our body and cognitive neurobiological researcher Professor Susan Rossell has spent the last 20 years of her career trying to unlock just one of its secrets. Why is it that some of us hear voices? With a helping hand from the Barbara Dicker Brain Sciences Foundation Seed Funding program, she's one step closer to finding the key.

"I have always been interested in how the brain works, how it allows us to experience and interact with the world around us. Through a series of events that happened when I was a child, I came to realise that our amazing brains can sometimes go wrong. There are lots of frightening, strange, and unusual events that can happen when your brain goes wrong, and for me one of those intriguing events is hearing voices."

Auditory hallucinations are common in a number of mental illnesses including schizophrenia, depression and bipolar disorder. Professor Rossell's research is concerned with finding the trigger for auditory hallucinations by mapping the temporal sequence of the brain's activity during an hallucination.

“

Only a few PhD students would gain experience in the neuroimaging field if it wasn't for these grants. So really the Barbara Dicker Brain Sciences Foundation, through its philanthropic grants, is training the next generation of researchers.

It is her hope that in the future this temporal information could be used in understanding and treating auditory hallucinations. This potentially life-changing research was made possible through essential funding from the Barbara Dicker Brain Sciences Foundation.

The Barbara Dicker Brain Sciences Foundation was established in 2011 by Mr Ian Dicker AM and his family to honour the memory of his late wife Barbara. The foundation aims to support the wellbeing of individuals and communities by funding scientific research into the area of mental health.

Through this foundation, Professor Rossell and her team were awarded a seed funding grant that allowed them to gather enough pilot data to apply for and receive a National Health and Medical Research Council (NHMRC) grant of \$466,093 to continue their research.

"The funding provided by the Barbara Dicker Brain Sciences Foundation was vital for this and other research projects, because without it we wouldn't be able to gather the pilot data, and tell the story that aids us in securing those bigger research grants."

As Professor Rossell points out, there is another benefit of seed funding; it helps train the next generation of researchers.

"One of the really important things with these smaller pilot grants is that they give PhD students experience. It helps them learn what it takes to put together a proposal, and provides the students the opportunity to actually collect data, which they wouldn't otherwise have."

In 2007, the Australian Bureau of Statistics estimated that 45 per cent of Australians aged 16–85 (roughly 7.3 million people) had at some point in their lifetime experienced a mental health disorder. This knowledge makes seed funding grants that help advance our understanding and treatment of mental health issues, all the more important.

Swinburne and its researchers are so grateful to the Barbara Dicker Brain Sciences Foundation for its continued funding and support. As Professor Rossell explains "we couldn't do the research that we do without the foundation".

"Together, as long as individuals keep donating, we can keep researching and potentially make those medical breakthroughs that will improve the lives of millions of people in Australia and around the world."

Photo: Professor Susan Rossell



An abstract painting featuring a complex interplay of colors including deep reds, oranges, yellows, greens, and blues. The composition is dominated by thick, expressive brushstrokes and swirling, organic lines that create a sense of movement and depth. The overall effect is one of dynamic energy and emotional intensity.

Continuity.

Swinburne staff and alumni reflect the culture of the University – to build strength, make opportunities and reflect on where you’ve come from, and to keep giving. We thank all ongoing and past Swinburne donors for the significant difference their gifts make – every gift makes a difference.

Background image

Artist: Mr Bruce Vinal
Painting title: Merrivale Suite
Oil on canvas

Committed to providing a future for bush students.



“

My aim with my donations has always been to help someone from a regional or rural area get established in Melbourne. To help ensure that these kids have some sort of choice to go into tertiary education, that they are not so limited or restricted by their location.

After 19 years of continued support, Swinburne alumnus Malcolm Styles shares what keeps him motivated to continue to give.

For Malcolm Styles, a civil engineer with over 42 years of professional experience in local government, engineering development and town planning projects, deciding to contribute to the higher education of rural and regional students at Swinburne was the easiest thing in the world.

Malcolm completed his studies at Swinburne in 1973 with a Diploma of Civil Engineering where, although impressed by the practicality of the course and calibre of the teachers, he was by his own admission not a particularly good student.

“I remember this one time in 1969, instead of going to class, I was in a pub watching some guy land on the moon. Now that was pretty cool!”

After graduating in 1973, Malcolm moved to regional Victoria to gain experience, leading him to a career as an executive in local government in Bendigo, Castlemaine, Wangaratta and Mildura.

Malcolm's love of country Victoria and his concern about young people in regional Victoria being unable to go on to higher education prompted him to start thinking about how he could help students in the bush.

Historically, and indeed even today, the likelihood that students will go on to a higher education decreases the further out of the metropolitan area you go.

As Malcolm explains: “There are locations in rural and regional Victoria where young people just can't go on to a university education, and it's not from lack of trying. It's because it just costs them and their families too much. Really it's as simple as that. I mean, apart from the HECS fees, it is getting there, working out accommodation, books, and having the cash to support themselves. I know a number of them who have tried to make it work, tried to work part time to support themselves for example. But it's not sustainable and often has disastrous results for the student.”

Malcolm's first donation, in 1996, was to help fund scholarships for rural and regional students to study at Swinburne. Like clockwork his donation has increased every year since.

“I suppose I could have made a one-off donation, but what does that really achieve? By providing regular donations I am able to contribute meaningfully and sustainably.

“My aim with my donations has always been to help someone from a regional or rural area get established in Melbourne. To help ensure that these kids have some sort of choice to go into tertiary education, that they are not so limited or restricted by their location.”

Currently, with the help and support of generous donors like Malcolm, Swinburne has a number of students from regional and remote Australia and is able to provide many scholarships and support services for these students.

In the last 19 years Malcolm has made a significant impact on Swinburne's regional and rural students, something that you too can help with, as Malcolm explains.

“I would ask that anyone who has been given the opportunity of studying at a higher education level thinks seriously about providing funding to their university of origin, so that it in turn can provide others with the opportunity that you had. It's easy to make a difference, to change someone's path. Just think about it.”

It doesn't take much to give big.



What's really nice about philanthropy is that if you can get 100 people together and get each of them to put in a hundred dollars, suddenly those individual donations have turned into a more substantial sum that you can do something much bigger with.

Founder and former Dean of the Swinburne Graduate School of Management, Dr John Miller AO, shares with us what it means to give.

In 1996 Dr John Miller AO, an accountant by trade, former President of CPA Australia, CAPA-Confederation of Asian and Pacific Accountants, and life member of AICD, joined Swinburne as Dean of the new Graduate School of Management.

During his time at Swinburne, John had a profound effect on both the physical and academic landscape of Swinburne. In 1996 he was responsible for re-establishing the Swinburne MBA program, creating the DBA qualification, and extending the Master of Entrepreneurship and Innovation, three courses that have to this day launched thousands of careers.

John was also responsible for modernising the Hawthorn campus by championing the construction of the Daryl Jackson designed Australian Graduate School of Entrepreneurship (AGSE) building, which opened in 1998. Also with the support of the Arab-Jewish Foundation and the Israeli Government, he was able to take Swinburne's graduate management program to the world.

"I enjoyed academia so much. You see, as an accountant, you don't build things, but in education you do. You build careers.

You create opportunities. I still go out to places, or I meet people, and they say: 'I'm one of yours, don't you remember me?' And I always say: 'Yes.' It happens all the time. People are proud to identify with the teachers that sent them on their way. In over 60 years at the coalface of work, education is easily the most rewarding thing I've ever done."

John held the position of Dean until his retirement in 2000, when his real philanthropic involvement with Swinburne began. He generously donated his time, working pro bono for the Alumni and Development Office.

"I love Swinburne, I love its intimacy, I love its values, I love its success, and I love supporting it because I'm supporting an institution that is doing something real."

John also sponsors course achievement awards and citizen's awards through his John Miller Medal, which acknowledges Australians who have achieved distinction in their roles and in so doing demonstrate the personal qualities of ability, courage, energy, empathy and integrity – words inscribed on the 'Miller Medal'.

"Like Swinburne, I am very passionate about competence and integrity, I like to award prizes to people who are putting in a good effort. I love that my philanthropy goes towards encouraging and acknowledging outstanding students and citizens."

John has maintained regular donations to the Swinburne Annual Appeal, and the Swinburne Faculty of Business and Law for the past 12 years.

"I have a lot of affection for Swinburne. It was my last full time job. I had a daughter that attended the secondary school, and my son did the sculpture 'Impetus' in the AGSE courtyard. In business I recruited from Swinburne. We live nearby so really this place is in our DNA. We are a Swinburne family!"

If innovation is about starting things, then entrepreneurship is about risk taking, and philanthropy is about giving things. John Miller, throughout his time at Swinburne, has demonstrated and excelled in bringing all of these qualities to campus, leaving a long and inspirational legacy. His final message to others out there who value education and want to help support student merit is: "If I can do it then so can you – and collectively supporters do make a difference.

"I think the take home message behind all my philanthropy work is that I do it in the hope others will follow suit. Perhaps your last gift to Swinburne could be your best, a bequest. Just think how much good could be done if all graduates and former staff were to leave just \$500 or more, to a place we love and of which we are all so proud."

Transforming circus into social change.

With its death-defying mid-air stunts and amazing feats of strength few things capture our imagination like the circus. But with the support of donors, circus can also be a means for the transformation of lives.

Established in 1999 the Swinburne affiliated National Institute of Circus Arts (NICA) has grown significantly since its humble beginnings in an un-renovated Docklands warehouse.

Today NICA inhabits a purpose-built state-of-the-art facility in Prahran. The only training institute of its kind in the Southern Hemisphere, it is NICA's mission to enrich the Australian arts landscape by training future generations of circus performers. NICA offers Bachelor and Certificate qualifications in circus arts, short and recreational courses for children, teenagers and adults, and professional development and master classes for professional circus artists.

A not-for-profit organisation, NICA is grateful for the support and funding that it receives from the Federal Government through the Ministry for the Arts and other generous organisations and individuals. This funding enables NICA to provide exciting opportunities and experiences to its students such as: overseas study tours, circus master trainers and artistic directors to come to Australia to work with NICA students and the provision of excellent facilities at our Prahran campus.

NICA pays special tribute to the Richard Pratt Foundation. NICA's Richard Pratt Creative Fellowship was established in 2011 to support international engagement programs. The Fellowship has supported important exchanges and performances such as the Nanjing Cultural Exchange Project, which enabled four artists and two trainers from China's Nanjing Acrobatic Troupe to become Artists in Residence at NICA and create a new show with the 2011 graduating students. The Fellowship also assisted NICA students to travel to China to study with the Nanjing Acrobatic Troupe and visit other circus arts schools in that country. It provided funding for eminent

international circus directors including Rob Tannion, Matthew Jessner (former Cirque du Soleil Artistic Director) and Firenza Guidi from NoFit State Circus in Wales, to create and direct ensemble shows with Bachelor students in their final year at NICA. It has supported numerous study tours throughout Europe, Canada and the United States of America giving NICA students the opportunity to experience international circus performances and network with key industry professionals. The Fellowship also enables NICA to participate in meetings and events as part of the FEDEC (European Federation of International Circus Schools) and to host a 35 year anniversary of the original Nanjing Project in Wodonga. This was collaboration between Nanjing professional acrobats, the Flying Fruit Fly Circus and NICA, culminating in a performance season at the Arts Centre Melbourne.

To help make these activities possible, students also regularly engage in a number of fundraising activities including bake sales and raffles. In 2014, to assist in funding the second year students' international

study tour to Montreal and Las Vegas, NICA students engaged in an online crowd funding campaign via the website Pozible. This was the first NICA campaign to use online crowd funding and resulted in the students raising \$3,500 for the study tour.

NICA strongly believes in using circus as a tool for social change. Through relationships with organisations such as Cirque du Soleil, The City of Stonnington Council and private donors, NICA aims to engage young people in circus activities that build confidence and self-esteem, increase fitness, and explore cultural identity. Our social circus program caters for at-risk youth, marginalised groups, indigenous groups, the mentally or physically disabled, juvenile offenders and survivors of assault.

NICA students graduated for the first time in 2003. Today its graduates are proud to be performing in established contemporary and traditional circus contexts all over the world, including Circus Oz, Cirque du Soleil, Cavalia, Dragone, Circa, P&O Cruises and La Soirée, and many companies formed solely by NICA's own graduates.

Photo: Ms Phoebe Carlson, third year graduating student, 2014, National Institute of Circus Arts (NICA)
Photo by Aaron Walker Photography



2014 Honour Roll.

Individuals

Mr George Abraham
Mr Frederick Ackland
Ms Susanna Agardy
Mr Peter Alsop
Ms June Anderson
Mr Gary Andison
Mrs Christine Avenell
Mrs Debby Badger
Mr Brian Bainbridge
Mr Phil Baker
Dr Richard Ballantyne
Mrs Barbara Barelli
Mr Quirino Barichievich
Mr George Beaumont QC
Mr John Binswanger
Ms Penelope Blankfield
Mr Leslie Boelckey
Ms Barbara Bok
Miss Shirley Bramich
Ms Elizabeth Brown
Ms Nan Brown
Prof Anthony Cahalan
Ms Anna Cairo
Miss Amelia Cameron
Ms Anne Carroll
Ms Mary Casey
Mrs Alfrida Chan Pereira
Mr Alfred Cheng
Mr Kan Sum Chim
Ms Jean Christie
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Mr Oliver Clark AM
Mrs Fiona Clarke
Mr Gregory Clayton
Mr David Coogan
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Mrs Peta Cross
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Mr Keith Davis
Mr Harold Davies
Ms Sandra Davies
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Mr Andrew Dempster
Mr Ian Dicker AM
Ms Sophie Dicker
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Ms Jan Dunbar
Mr Geoffrey Dunstan
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Dr Alexander Gosling AM
Mr Rex Gotch
Mr Christopher Graham
Mr Steve Graham and
Mrs Margaret Graham
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Ms Hoa Thi Bich Ha
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Thank You.

Alumni and Donor events.

Each year Swinburne's University Advancement team delivers a number of events – both nationally and internationally – to meet with and thank our valued alumni and friends of Swinburne. These events are a celebration of your ongoing support of, and commitment to, Swinburne.



W.P. Brown AM Scholarships Afternoon Tea, Swinburne Hawthorn Campus – Advanced Technologies Centre (ATC), 6 February 2014

Photo (left to right): Ms Nan Brown and Ms Elizabeth Brown receiving flowers from PhD scholarship recipients Mr Max Un and Mr Scott Menegon



Peter Singer – The Ethics of Giving event, Swinburne Hawthorn Campus – Advanced Technologies Centre (ATC), 10 July 2014

Photo: Guests seated in the ATC prior to event



Peter Singer – The Ethics of Giving event, Swinburne Hawthorn Campus – Advanced Technologies Centre (ATC), 10 July 2014

Photo: Mr Julian Burnside AO QC, speaking

These events include thought leadership lectures and seminars, donor recognition events, reunions, alumni professional development opportunities, scholarship and prizes events, and other wonderful networking opportunities.

Here we share some memorable moments of 2014, and we look forward to creating more memorable moments with you in the future.



Graduation VIP Lunch for Ms Dot West and Dr Alexander Gosling, Melbourne Convention and Exhibition Centre, 9 September 2014

Photo: Vice-Chancellor Professor Linda Kristjanson awarding Ms Dot West



Graduation VIP Lunch for Ms Dot West and Dr Alexander Gosling, Melbourne Convention and Exhibition Centre, 9 September 2014;

Photo (left to right): Dr Alexander Gosling, Professor John Wilson and Vice-Chancellor Professor Linda Kristjanson



Barbara Dicker Oration,
16 September 2014, Swinburne
Hawthorn Campus – Advanced
Technologies Centre (ATC)

Photo: Guests networking



**Barbara Dicker Oration – Brain
Sciences Research Showcase,**
16 September 2014

Photo: Dr Susan Rossell presenting



Barbara Dicker Oration,
16 September 2014

Photo (left to right): Vice-Chancellor Professor
Linda Kristjanson, guest speaker Professor Helen
Christensen from the Black Dog Institute, Mr Ian
Dicker AM and Dr Joseph Ciorciari, Brain and
Psychological Sciences Research Centre



**25th Anniversary of Swinburne's
Applied Statistics Postgraduate
Programs,** Swinburne Hawthorn
Campus, 19 September 2014;

Photo: Associate Professor Brian Phillips,
founding convenor of the Applied Statistics
postgraduate program



**25th Anniversary of Swinburne's
Applied Statistics Postgraduate
Programs,** Swinburne Hawthorn
Campus, 19 September 2014

Photo: Guests networking



**Swinburne Sarawak Campus
Graduation Ceremony,** Kuching,
Sarawak Malaysia, 9 October 2014

Photo: 2014 graduates and guests

Alumni and donor events.



Swinburne Alumni and Friends Graduation Dinner, The Old Courthouse, Kuching, Sarawak Malaysia, 9 October 2014

Photo: Performers and 2014 graduates



Swinburne Alumni and Friends Graduation Dinner, The Old Courthouse, Kuching, Sarawak Malaysia, 9 October 2014

Photo: Swinburne staff from Melbourne and Kuching campuses including Chancellor Mr Graham Goldsmith, Vice-Chancellor Professor Linda Kristjanson, Professor Anthony Cahalan (then DVC and CEO, Sarawak), YBhg Datuk Dr Philip Ting AM and Mr Barry Lim, with 2014 graduates and guests.



Faculty of Science Engineering and Technology Prize Ceremony, 18 October 2014

Photo (left to right): Vice-Chancellor Professor Linda Kristjanson, Honorary Doctorate recipient Dr Leonie Walsh, and Chancellor Mr Graham Goldsmith



Installation of Mr Graham Goldsmith as the 4th Chancellor, 3 December 2014, Hawthorn Arts Centre

Photo: Ceremony



Installation of Mr Graham Goldsmith as the 4th Chancellor, 3 December 2014, Hawthorn Arts Centre

Photo: Guests networking



Installation of Mr Graham Goldsmith as the 4th Chancellor, 3 December 2014, Hawthorn Arts Centre

Photo (left to right): Minister for Education, Hon James Merlino and former Chancellor, Dr Bill Scales AO

Continuing your support.

Each year, through the generosity of Swinburne alumni and friends, many students are given the support they need to ensure they are able to complete their studies.

Gifts to Swinburne assist students, provide valuable funding for research projects, and build important resources. However, this is only part of the story. Your generosity transforms lives and gives talented Swinburne students and staff opportunities to explore solutions to challenging issues and problems.

If you would like to continue your support by making a gift, we invite you to contact the university in one of the following ways:



Online

You can support a wide range of faculty and university-wide priorities through our online giving website: <https://alumni.swin.edu.au/donations/2015>, or please contact:

University Advancement Office
Swinburne University of Technology
Victoria 3122 Australia
Tel: +61 3 9214 5376
Email: giving@swin.edu.au



To make a gift in person

To discuss a gift to your chosen area of support, or to establish an endowment to provide support in perpetuity, please contact

Michelle Macgregor Owen
Director, University Advancement
Tel: +61 3 9214 4768
Email: mmacgregorowen@swin.edu.au



Planned giving – make a bequest

You can have a significant impact on future generations of Swinburne students by making the most personal gift of all: a gift in your Will to shape the future of the university. If you have included the university in your Will, intend to do so or would like information on doing so, please contact our Office via email giving@swin.edu.au or do not hesitate to give us a call on 9214 3882 so you can be acknowledged and recognised during your lifetime.

Contact us

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For further information, please contact:

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