

The dKin Difference

Deakin University
Impact of Your Giving
2020



deakin.edu.au



Contents

1

Welcome from our Vice-Chancellor

6

The right fit
Faculty of Health

12

Moving Indigenous Knowledges into the mainstream
Faculty of Arts and Education

18

Engineering a more balanced and better world

22

A legacy of love

2

2020 - the year in numbers

8

Alone we may struggle, together we can dream
Faculty of Business and Law

14

“Art evokes the mystery without which the world would not exist.”
– René Magritte

19

The gift of education
The Faculty of Science, Engineering and Built Environment

24

How technology and innovation can help deliver better care to Australians living with dementia

4

A student crisis, our community response

10

Great leaders save lives
Faculty of Arts and Education

16

So many truths lie in the ocean
The Faculty of Science, Engineering and Built Environment

20

Sparking a bright light

We acknowledge the Traditional Custodians of the lands and waterways on which our University sits. Deakin campuses are built on the Countries of the Wadawurrung people (Geelong), the Wurundjeri and Boon Wurrung peoples (Melbourne), and the Gunditjmara people (Warrnambool). We give our deep respect and gratitude to their Elders past and present for their care of Country.



Deakin scholarship recipients at the Geelong Waurin Ponds campus. Photograph by Donna Squire (pre-COVID).



Vice-Chancellor, Professor Iain Martin centre, together with The University Executive team. Photograph by Reg Ryan.

Welcome from our

Vice-Chancellor

Deakin University was born of a powerful and clear idea: ‘to provide tertiary education at university level to all qualified persons whether within or outside Victoria by means of distance education programs’.

Ever since, people and ideas have continued to shape our University and made a positive difference to our students, our graduates, our staff and the many communities - both local and global - that we serve today.

And it is perhaps today, as the world twists and turns in ways that are changing us profoundly, that the role of universities - as beacons of new discovery and innovation, as fearless critic and conscience, and as drivers of engaged debate - has never been more important to help us collectively understand and realise our best future.

At Deakin, we acted swiftly in response to the pandemic, successfully transitioning to remote learning and services to maintain our teaching and research activities, whilst striving to keep our community safe and well. This transition was not without challenges, especially for our students, many of whom faced an urgent need for support. It was humbling to see how our community mobilised in response.

We are proud that throughout the past year - indeed, across the decades that our university has grown to become one of Australia’s pre-eminent higher education institutions - the heart of what makes us Deakin remains strong. This is excellence in both education and research, leadership in digital capability and distance education, a commitment to Indigenous Knowledges and equity, and the desire to ensure that our impact makes a real difference.

These are qualities that will serve us well over the next decade, as we fulfil our aim to be Australia’s most *progressive* and *responsive* university. **Deakin 2030: Ideas to Impact** - sets out our new ten-year strategic plan, which we hope you will be interested to read.

Philanthropy is also a very important part of our history, our present, and will be an essential element to helping us realise our future plans. We see how philanthropic support is woven into our fabric, playing a critical role in driving new opportunity, innovation and excellence across education and research at this university, and having a real impact across the many communities we serve.

Whether it’s creating solutions through breakthrough research, supporting the future ambitions of a student on scholarship, or helping to bring Indigenous Knowledge into the mainstream, we recognise and are exceptionally grateful for this impact that philanthropy continues to have.


We hope you enjoy reading *The dKin Difference*. We’ve certainly enjoyed putting this together - a first for us. It captures just a few of the many, many ways in which our donor community is making a difference at, with and through Deakin.

From myself, the Deakin executive, and the wider University - thank you.

Professor Iain Martin
Vice-Chancellor

2020 - the year in numbers

 **\$3,071,492**
New philanthropic funds given

 **\$385k**
Largest gift given
To endow the Anthea Jane Wilson Scholarship in Emergency Care Nursing

 **\$108,688**
Given by 178 Deakin staff through workplace giving
2019: 184 staff gave \$42,244
2018: 93 staff gave \$20,920

 **768**
Gifts given to the University in 2020 = **\$3,071,492**

605
Donors in 2020
2019: 600 donors
2018: 286 donors

25
Donors who advised that they have left a Gift in their Will to Deakin

271
Donors who gave for the first time

313,399
Deakin alumni

17,155
Graduates joining the alumni community
2019: 14,182

292
Alumni contributing to philanthropy = **\$198,865**
2019: 268 alumni gave \$217,778
2018: 42 alumni gave \$42,316

Scholarships at a glance 2020

\$1,168,600
Given to support scholarships for Deakin students

57
Donors support philanthropic scholarships

110
Donor-funded scholarships available

1500+
Applications received from students for donor-funded scholarships

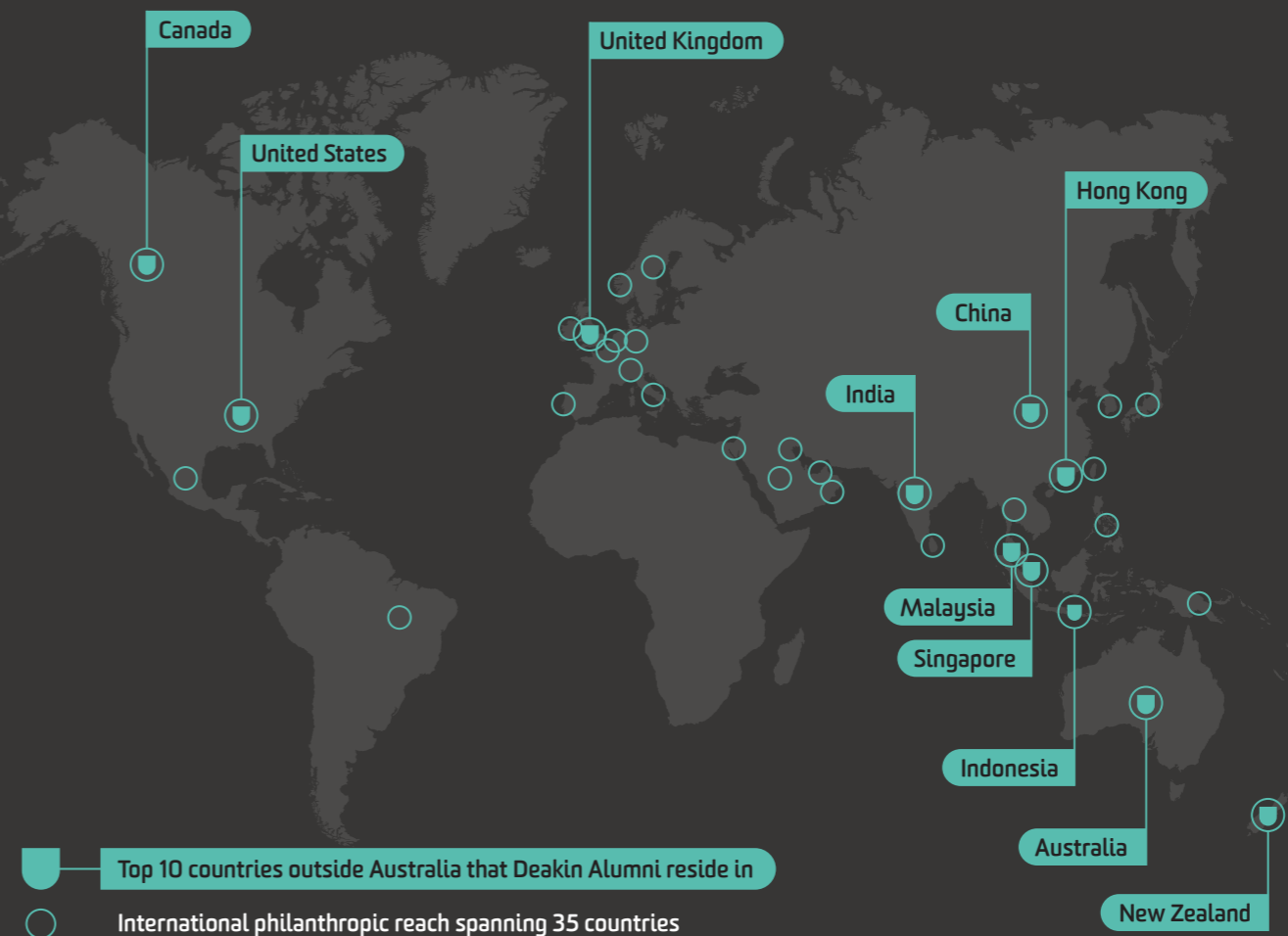
Scholarship recipients

60%
regional Australia

37%
major cities

3%
remote Australia

Donors and alumni across the globe



A student crisis, our community response

The global pandemic reset our world and upended all of our lives with a breathtaking suddenness.

Deakin scholarship recipients say 'Thanks' to our donor community. Photograph by Jesse Marlow (pre-COVID).



The crisis that our world was plunged into in March 2020 also upended the lives of thousands of students who – almost overnight – found themselves without jobs or income, and unable to access campus facilities.

Many faced the real risk of homelessness or going hungry, before they could even think about continuing their studies. International students were stranded, with no family or local support, no government assistance and no way to get 'home'.

'We decided to respond quickly to help students impacted by the pandemic, so we worked with the wider university to create the **Student Emergency Assistance Fund**. The Fund offered emergency grants of up to \$500 to students who were facing financial distress,' said Mr Jimmy Buck, Chief Advancement Officer at Deakin University.

One of a number of responses from the University to support students throughout the crisis, the Fund relied on the generosity of the Deakin community who were asked to help at a time when many of them were also facing great stress and uncertainty.

'Fortunately for our students, the University's call for support was answered with amazing generosity. Deakin alumni, staff, and friends of the university contributed donations large and small to grow the Fund to help as many students as possible,' said Mr Buck.

When the pandemic hit, Dina Gurang, a student in the Faculty of Science, Engineering and Built Environment found herself without a job and unable to return to her homeland due to border closures.

'The restaurant where I was working part-time shut down due to the COVID-19 restrictions, and I lost my only source of income. Back home, my parents were also facing financial hardship on top of my tuition fees and could not support me. Being an international student, I could not apply for the job keepers' scheme, and I was running out of options. Fortunately, I was eligible to apply for emergency support from Deakin, which helped to cover my living expenses during the lockdown. I am incredibly grateful to the Deakin community for their support,' said Ms Gurang.



By the end of 2020 the Fund had received \$466,763 from 325 donors and assisted more than 930 Deakin students with lifeline grants.

Donations ranged from \$15 from the household coin jar of Deakin alumna and first-time donor, Sarah, who is an intensive care nurse in the Northern Territory, to \$100,000 from another generous alumnus. The Deakin University Student Union (DUSA) stepped forward to donate the same, and the Community Bank Deakin University donated \$50,000. The Bank also matched appeal donations up to the value of \$20,000.

Long-time supporters also stepped in to help. Victorian Medical Insurance Agency Ltd, the company behind the PSA Insurance Scholarship Program, made a gift of \$20,000 to support struggling medical students, while in addition to encouraging support from the broader community, former Geelong Mayor Keith Fagg donated \$5000. Mr Fagg was particularly moved by the plight of international students. 'If our daughters and sons were caught in a similar crisis in an overseas country, I would like to think there would be people there who would support them in a similar way,' he said.

The Student Emergency Assistance Fund delivered on its promise. By the end of 2020 the Fund had received \$466,763 from 325 donors and assisted more than 930 Deakin students with lifeline grants. Five hundred dollars may not seem like a lot, but often it was the difference to cover rent payments and utility bills, or purchase groceries or essential equipment for online learning.

As well as providing the obvious financial boost, this emergency support gave students an important lift during an incredibly challenging time in their lives. The Fund sent a clear message to Deakin students that they were not alone even if they were far from home.

'The safety and wellbeing of our students has always been a top priority for Deakin University and the wider Deakin family showed that it was also a priority for them. In this time of crisis, we saw the absolute best of our community,' said Mr Buck.

The right fit

'When you meet philanthropists who support your vision and make it even bigger it is life-changing.'

An athlete in the making enjoying footy drills at the AllPlay Aboriginal and Torres Strait Islander Footy program.



The Faculty of Health

The idea for AllPlay came to Professor Nicole Rinehart while she was watching her kids at AusKick on a chilly Saturday morning in Melbourne. She noticed that there were no children with developmental disabilities in the group.

'Children with developmental disorders often have lifelong conditions. We can provide clinical interventions to enable them to function at home and at school but at the end of the day these children live in the real world and sport is an important part of that world. That morning I realised that concentrating on clinical interventions was not going to help these kids live a full life,' said Professor Rinehart.

'That was the light bulb moment. I needed to figure out how to change the world so that all kids could play.'

As Director of the Deakin Child Study Centre Professor Rinehart had over 20 years of experience as a clinician and researcher in childhood neurodevelopmental disorders. She was perfectly placed to identify the barriers to participation in sport and find a solution.

'I started talking to people at the AFL about coming up with practical steps that coaches, parents and clubs could use to make sure that all children could participate in Auskick. At first they were sceptical but eventually they were willing to take up my challenge.'

I knew what needed to be done and I had the AFL onboard, the only thing missing was the funding"

– Professor Nicole Rinehart

A \$1 million donation from the Moose Happy Kids Foundation changed everything.

'Nicole had a vision that rang true to our mission at Moose Toys, which is to make children super happy. We were onboard within 10 minutes of the pitch,' said Belinda Gruebner, Executive Vice President Global Marketing at Moose Toys.

Thanks to this investment from Moose Toys, Professor Rinehart was able to assemble a team of experts to develop AllPlay Footy. An additional \$1 million from Moose Toys funded the development of the AllPlay Footy Aboriginal and Torres Strait Islander program which helped to break down barriers for Indigenous kids.

The Wenig family were also early supporters who have become an integral part of the success of the AllPlay program. Jonathan Wenig, Partner at Arnold Bloch Leibler, and his wife Simone have funded a PhD scholarship for the NAB AFL Auskick Disability Program and Mr Wenig has given his time and expertise on the AllPlay board.

Since AllPlay footy was launched more than one in six children with developmental disabilities have participated in Auskick. One of these children is nine year-old Saige who has autism. She found such a warm welcome when she attended a Pre-Learn Footy Day that she signed up for the Auskick season. By the end of the season she had received a Coach's Award for her participation and dedication, and had made many long-lasting friendships.

'What is so powerful about Nicole's idea is that it is about starting a process of change on a Saturday morning on a footy field that will travel decades into the future. The impact of our philanthropy is felt in the kid who shows up at an Auskick clinic and makes a friend or has an experience that will make them more inclined to come back the next week and for the whole season. That will have ripple effects that will help them create meaningful relationships and take independent steps as they grow into adults,' said Mr Wenig.

The success of AllPlay footy led parents and community groups to call for the program to be adapted for dance. AllPlay Dance was launched with support from the MECCA M-Power program which has funded three researchers to date.

Before AllPlay Dance there were few dance schools and disability-trained teachers who were able to support inclusion for children with developmental challenges. AllPlay Dance researchers have collaborated with Queensland Ballet to create evidence-based online resources that focus on changing teaching style, adapting genre and choreography to enable real inclusion.

Vicky and Stephen, parents of AllPlay Dance participant Eli, shared his experience with the program 'Eli is an autistic nine year-old. We used to take him to soccer every Sunday. To put it frankly every Sunday was a nightmare. AllPlay Dance allows Eli to express himself, to smile, to exercise, to breathe, to feel part of something bigger than himself. The highlight of Eli's involvement was the inclusiveness that he felt. Quite often autistic voices are silenced or spoken over. In AllPlay his voice was heard and valued. His neurodiversity was celebrated and being truly himself was enough. Eli's demeanour lights up in an environment where he can improvise and express himself physically and emotionally. He would look forward to each class and would stand a little taller every time he left.'

'The success of the AllPlay program has been unbelievable. As a researcher you have ideas and you hope they will have an impact. When you meet philanthropists who support your vision and make it even bigger it is life-changing. They have changed my life as a researcher and more importantly, they have changed the lives of countless children and their families,' said Professor Rinehart. For more information on AllPlay, please visit allplay.org.au.

The Faculty of **Business and Law**

Alone we may struggle, together we can dream

CREATE - Centre for Refugee Employment, Advocacy, Training and Education

On Christmas eve 2020 Chris Renwick, CREATE mentor, received a call from his mentee Eva Madana, with some news.

'It's incredible, it's a miracle,' she shared excitedly. 'Six months ago I could not get a job and had \$23 in my bank account. Now I have three jobs and I'm on track to buy a house by next June, and it is all thanks to you and CREATE.'

Chris had mentored Eva as part of Deakin University's **Centre for Refugee Employment, Advocacy, Training and Education (CREATE)** Careers Clinic. The Clinic is an eight-week program in which people from refugee and asylum-seeking backgrounds are teamed up with a mentor who supports them in their job search.

CREATE, established in 2019 by Professor Alex Newman and Dr Karen Dunwoodie, leads research to create practical solutions to help people from refugee and asylum-seeking backgrounds to gain access into the workforce or access vocational and higher education.

The CREATE Careers Clinics were developed with this in mind - to help people from refugee and asylum-seeking backgrounds re-establish their livelihoods and make stronger contributions to their wider community. The Helen Macpherson Smith Trust saw the potential of the program and donated \$199,780 to fund Clinics in Victoria for three years, starting in 2020.

'People from refugee and asylum-seeker backgrounds often find it difficult to re-establish their career in Australia. There are organisations that are focusing on 'survivor jobs' which address employment, but we have thousands of people who are highly-qualified and underemployed. We have doctors driving Ubers, engineers working in security. There is nothing wrong with those jobs, but it can be unfulfilling and detrimental to wellbeing for somebody if they can't use their qualification and it would be a great benefit to Australia if they were working in their areas of expertise,' said Dr Luke Macaulay, Research Fellow at Deakin Business School and the coordinator of the Careers Clinics.

'Each Careers Clinic consists of a one-hour weekly group session where people from a refugee background are teamed up with mentors from a variety of industries. Together they work through a series of steps from job searches and interview techniques, to developing resumes and LinkedIn profiles.'

'The mentors are volunteers who have found out about the Clinics through our networks. The joke in the office is that I'm in the wrong industry. I should be a matchmaker because I agonise over the pairing of mentees and mentors. It is important that they can build a strong relationship to get the work done in a relatively short amount of time.'

'I think I succeeded with Chris and Eva. Despite the age difference and disparate backgrounds, they were the perfect match. Both had enormous drive and energy and motivated each other,' said Dr Macaulay.

Twenty-seven-year-old Chris Renwick grew up in Melbourne and completed a Bachelor of Commerce (Information Systems) and a Bachelor of Arts (Chinese) at Deakin.

Eva Madana grew up in the Middle East, is married and has a 12 year-old daughter. She has a Bachelor of Veterinary Medicine and a Master's of Physiology and was working as an Associate Professor at a university overseeing a group of academics before coming to Australia in 2014 to undertake a PhD in nanomedicine at Deakin.

'My husband had worked with Australian forces back in our home country and that caused us to be exposed to a real threat. In 2015 the situation had become more dangerous and that's why we decided to seek asylum in Australia.'

'The time after I finished my PhD and before I received permanent residency last December was very difficult. We did not qualify for support and my husband was unable to work as a result of his experiences back home. I needed to provide for my family. I started applying for all sorts of jobs but despite my experience and an Australian qualification I had no success. I had applied for over 100 jobs and was losing hope when I was directed to the CREATE Careers Clinic,' said Dr Madana.

'When I started, I was very frustrated, tired and unfocused. My accommodation was temporary and did not have an internet connection. Chris was incredibly supportive. When he learned about my lack of internet access, he sent me a SIM card making it possible to for me to connect to the Careers Clinic from home.'



Thanks to CREATE and Chris I was able to get three jobs during the COVID pandemic when many people were losing their jobs"

– Eva Madana

'I found work as a translator, a student support officer with a migrant resource centre in Geelong, and as an NDIS National Community Connector. Now that I have my foot in the door, I am working hard to prove myself and show my abilities,' said Dr Madana.

The Careers Clinics are based on the innovative research that CREATE has undertaken to understand how best to support people from a refugee background re-establish their careers and access training. The Centre has also developed a number of evidence-based guides aimed at employers to educate them on the benefits of hiring people from a refugee background, help people from refugee and asylum-seeking backgrounds looking to access higher education in Australia; and advise higher education institutions on how to best support such individuals.

CREATE Mentor Chris Renwick stands shoulder to shoulder with mentee Eva Madana. Photograph by Phil Nitchie.

'The Careers Clinics have been a huge success even with the restrictions imposed by the COVID pandemic. Sixty-eight of the 114 participants who fully completed the Clinics in 2020 have found jobs or gained access to education within three months of completion,' said Dr Macaulay.

Many of the Centre's projects are only possible through philanthropic support. As well as the generous support from the Helen Macpherson Smith Trust for the Career Clinics, the Bennelong Foundation has given \$30,000 for the development of the **Higher Education Student Guide**. This Guide provides essential information and advice for prospective students on how to gain entry to education, how to find the best pathways, select the right course and navigate the complexities of the application process. It also offers guidance on how to find and apply for scholarships and where to seek further support and information. To date, an average of 200-300 people and organisations have accessed the guide online every month. The Guide has been shared with the Higher Education Centre at the UNHCR and across all tertiary institutions in Australia, as well as a number of universities in the US, NZ, Germany and the UK.

The scale of the challenge is enormous - there are at least 150,000 working age people from a refugee background in Australia. The work that CREATE is leading has already helped many of these people and has the potential to help many more. For more information, please visit deakincreate.org.au.

* Eva is working toward a fresh start in life. So while her story is true, names have been changed to protect their privacy. Thank you for understanding.



The Faculty of Arts and Education

Great leaders save lives

The Centre for Humanitarian Leadership

With the severity and frequency of humanitarian emergencies increasing across the world, governments and humanitarian agencies are facing significant challenges in responding to the needs of those affected.

According to the United Nations Office for the Coordination of Humanitarian Affairs, an estimated 235 million people will need humanitarian assistance and protection in the coming year – a 40% increase on 2020 due to the impact of COVID-19¹.

The Centre for Humanitarian Leadership was created to answer this increasing need with the recognition that appropriate humanitarian responses can only be strengthened by strengthening the humanitarian workforce.

The Centre is a great example of collaboration and philanthropy in action. It was officially established in 2015 as a partnership between Deakin University and Save the Children Australia, with significant funding of nearly €6 million from the IKEA Foundation, without which the Centre would not exist. It began by offering a Graduate Certificate of Humanitarian Leadership to train aid workers for the field and has since added a Masters of Humanitarian Assistance. Today, the Centre partners with more than two dozen organisations around the world including the IKEA Foundation, USAID and GlaxoSmithKline (GSK) who generously contributed a transformational gift of \$968,370.

This support has contributed to the establishment and implementation of the Graduate Certificate in Humanitarian Health, helped PhD students and provided financial support to other students from low- and middle-income countries.

The Centre's success in teaching is built on creating a hybrid system between humanitarian practitioners, academics, students and stakeholders. Its courses combine signature Deakin methods of distance and online learning, intensive campus sessions and solid research.

'We've just launched our sixteenth cohort of the English version, which will complete this year and we are about midway through our fourth cohort of the Francophone program which has received funding from USAID,' said Associate Professor Mary Ana McGlasson, Director of the Centre.

'Since the Centre began more than 600 students have graduated from the two programs. Their backgrounds range from early to mid-career aid workers to those with years of management experience. They may work for the UN, international non-governmental organisations or local entities.'

'Two-thirds of the students have come to the program from countries that are considered lower on the development index. They are able to access our courses because of a special pricing package developed by Deakin and the Centre and as a result of generous support from donors and partners who fund scholarships or subsidise our courses. We also have hundreds of volunteers around the world who volunteer their time to support the teaching program.'



You do the work, then leave – and you might not go back to that place again."

– Frank Twum-Barimah

'Students who might not have access to graduate certificates in their home countries are given the opportunity to achieve a qualification from an Australian university that is immediately applicable to their career,' said Associate Professor McGlasson.

Frank Twum-Barimah was working in a humanitarian role, in West Africa with World Vision when he applied to undertake the Graduate Certificate of Humanitarian Leadership. His study was subsidised by the IKEA Foundation.

'The Graduate Certificate of Humanitarian Leadership is not a typical course. As well as the theoretical work, which I was able to complete via distance learning, there were week-long simulation exercises. These placed us into real life situations, led by guests who shared insights from their day-to-day experiences in the field. The other participants in the simulation exercises worked for a range of humanitarian organisations, and they all shared experiences, best practices, and the challenges they faced in their work.'

When he completed his course Mr Twum-Barimah was awarded the Abruzzo Medal, which is presented to the student in each cohort who has demonstrated the greatest progression in their humanitarian leadership. Shortly after he was seconded by World Vision to the role of Country

Response Manager in Niger, a significant advancement in his career.

'When you do humanitarian work, you might be deployed into a location for a short time. What's left behind is the work you've



Frank Twum-Barimah accepts the Abruzzo Medal at the Asia Pacific Humanitarian Leader Conference in 2019. Image courtesy of The Centre for Humanitarian Leadership.

done, so it has to be done well. The course taught me how to be a decisive leader without being authoritarian, and how to be transparent and consistent so that people trust my decisions,' said Mr Twum-Barimah.

The leadership capacity the Centre is developing around the world is more important than ever. Before the COVID-19 pandemic a typical emergency response would involve a senior humanitarian worker being deployed to help lead a crisis. Current travel restrictions have meant that local humanitarian workers need to have the knowledge and skills to meet the response themselves.

'COVID-19 has forced us to innovate. We have demonstrated that digital simulations over Zoom or Teams are effective. Down the track we envision gaming and virtual reality interactions, but we need to keep in mind that the students will need equipment and reliable internet access wherever they are in the world,' said Ms McGlasson.

'To meet the growing demand for humanitarian assistance we need to expand our program from graduating 90 students per year to three or four hundred students per year. To achieve this we need to find more creative ways to deliver the program and we need more philanthropic support.'

Collaboration is integral to the Centre for Humanitarian Leadership. Partnership was fundamental to founding the Centre and continues to influence its ongoing mission to continue transforming the humanitarian sector. For more information, please visit [centreforhumanitarianleadership.org](https://www.centreforhumanitarianleadership.org).

¹ <https://www.unocha.org/global-humanitarian-overview-2021>

The Faculty of Arts and Education

Moving Indigenous Knowledges into the mainstream

'...rarely do we see the sustainability of our world analysed by the Indigenous Peoples whose patterns still flow with the movement of the earth.'

Released in 2019, Dr Tyson Yunkaporta's book, *Sand Talk: How Indigenous Thinking Can Save the World*, explores the connected methodologies of Indigenous thinking and how its application could help us develop new approaches to addressing some of the world's biggest challenges.

Today, as a Senior Lecturer, Dr Yunkaporta is leading the development of an Indigenous Knowledge (IK) Systems Lab. Working as part of **Deakin's National Indigenous Knowledges Education Research Innovation Institute (NIKERI)**, and across the University, the Lab seeks to connect with communities to create a place where Indigenous Knowledge, leadership and processes can be applied to a plethora of complex issues that scientists and technologists are grappling with across economics, design, cybernetics, governance, environment, cognition and more.

'A lot of complexity theory and systems thinking is beginning to inform the way we meet these

challenges around the globe,' said Tyson. 'I think that presents a unique opportunity for our Indigenous communities and practitioners of ancient, complex thinking to really be able to make a massive contribution to this change.'

'For example, in addressing climate change, should we think beyond limiting emissions and address the biological feedback loops that will continue to escalate global warming even at zero carbon output? Indigenous Knowledge systems that understand the complexities of these loops may be most effective at proposing the right interventions to disrupt them.'

'And what if traditional Indigenous models of mapping the potential spread of fires, diseases and even gossip were applied to everything from emergency responses, to better models of communication around political issues... in ways that could last forever?'



L-R: Professor Doug Creighton, Dr Tyson Yunkaporta, and Mr Paul Kearney. Photograph by Cable Williams.



I felt I couldn't just sit back and wait for the research to take shape, when we could help bring this to life."

– Paul Kearney

Tyson's work – and the development of the IK Systems Lab – has been catalysed by a significant donation from Kearney Group. After Group CEO, Paul Kearney, read *Sand Talk* he struck up a relationship with Tyson. The discussions grew into a gift from the Group that is helping to fast-track the development of the IK Systems Lab into something powerful, lasting and far-reaching.

'The complex issues Tyson and the Lab hope to delve into are both extremely important and urgent,' says Paul. 'I hope the Lab becomes a hotbed of wisdoms and knowledge that helps us tackle the many interconnected challenges that are before us now.'

Working across disciplines with Deakin research leaders who are adept at employing systems thinking to solve complex challenges, and in meaningful partnership with communities across Australia, it's our hope that the IK Systems Lab will soon be engaging with and making an important contribution to some of the 'wicked problems' and complex challenges of our wider world.

Watch more on the IK Systems lab [here](#).

“Art evokes the mystery without which the world would not exist.”
– René Magritte

The Deakin Art Collection

The Deakin University Art Collection is a unique and precious collection of contemporary Australian artworks that represent the talents of our leading artists, Deakin students and alumni.

The Collection is a critical resource in teaching and learning for the University and an important cultural asset for the community as a whole.

The Deakin Art Gallery was established in 2003 but the Collection dates back to when Deakin was founded in 1974 when the collections of the antecedent institutions were brought together to form the Deakin Collection. Since then, the Collection has grown to over 2300 artworks, many of which have been donated by artists and collectors. It includes paintings, prints, drawings, ceramics, artist's books, photographs, and sculpture.

'Donations are very important to growing the Collection and fulfilling our mission to advance the visual arts in Australia. Last year we had about \$200,000 worth of art donated. The year before it was \$4.1 million,' said Leanne Willis, Senior Manager of the Art Collection and Galleries.

The Collection celebrates many facets of art and the University is particularly known for its collection of sculptures by established artists most of which are on public display. In 2019 leading contemporary artist Andrew Rogers generously gave the University 88 artworks which included sculptures and photography.

'Andrew Rogers is a world-renowned sculptor based in Melbourne and we are extremely grateful for his generosity. Andrew felt his art fitted with Deakin's commitment to encourage students and that there was a synergy between his work and Deakin which is a forward facing, younger University. He wanted to give his work where he knew that it would be appreciated, celebrated and displayed. A larger institution would not be able to showcase his work in the same way that

we can throughout our campuses. We are also able to tell the journey of his career by showing some of his very first early sculptures alongside his more famous recent large pieces, following the development of an artist's career and work will be an invaluable tool for our students,' said Ms Willis.

The Deakin Collection is notable for this accessibility. More than 50 per cent of the artworks in the Collection are on display at any time, either on campus, in exhibitions at Deakin or elsewhere or at our Corporate Centres. Visitors to Deakin campuses are able to engage and interact with extraordinary visual art at every turn. For many students, particularly international students, stepping onto campus is their first exposure to Australian contemporary art.

'Artists donate their work to Deakin because they know that thousands of people will get to see and appreciate their work every day. Many larger public institutions are only able to display five per cent of their collections at any time. We also have online tours for those who cannot visit in person and an active loan program with institutions around Australia. Just as important is the fact that we take good care of our collection. This is crucial, because artists want to know that their work will be maintained at a high standard for the benefit of current and future generations. In fact, that is one element that drew Andrew Rogers to Deakin.'

Artists and collectors give for different reasons, whether as straight donations or through the Commonwealth Government Cultural Gifts Program of which the Deakin Art Collection is a registered participant.

Geelong based artist Stephen Wickham was prompted to donate after he visited the Geelong Waterfront Campus and saw some of his works on display in the library. He also gave his time to co-curate an exhibition (*The Void. Visible*) celebrating non-objective and abstract art and helped establish a working group that is working towards the establishment of a Centre celebrating this important genre. The Collection now includes artwork by Stephen Wickham, Andrew Christofides, Stephen McCarthy, and Wilma Tobacco.



The collection would not be as rich and vibrant as it is without the donations that we have received over the years.”

– Leanne Willis, Senior Manager, Art Collection and Galleries

Andrew Rogers, *I Am 2012*, stainless steel, 65 x 30 x 24cm.
Deakin University Art Collection. Donated through the Australian Government's Cultural Gifts Program by Andrew Rogers, 2019. Image reproduced courtesy the artist.

'We have also had works donated that are very important to the culture and history of the University. For example, Judith Harley, the granddaughter of Alfred Deakin, has donated some of her paintings and the foundation University librarian Professor Margaret Cameron donated a painting of the Waurn Ponds campus that was done in the 1980s. She had purchased it locally in Geelong and took it with her when she retired but wanted to give it back to the University as an important record of Deakin when it first began.

'The Collection would not be as rich and vibrant as it is without the donations that we have received over the years. Our hope is that we will continue to be seen as a welcoming place for Australian artists or collectors to entrust their legacy,' said Ms Willis.

If you are interested in learning more about the Deakin Art Gallery, please visit deakin.edu.au/art-collection/.

Take our SCULPTURE WALK at Burwood or Geelong [here](#).



So many truths lie in the ocean

The Deakin Blue Carbon Lab

Blue Carbon Lab ecologist in the field. Photograph courtesy of Blue Carbon Lab.

The Faculty of Science, Engineering and Built Environment

Deakin's Blue Carbon Lab is at the forefront of the fight against the effects of climate change.

Their research focuses on coastal 'blue carbon' ecosystems – seagrass, mangrove and saltmarsh – which are among the earth's most efficient carbon sinks, capable of storing carbon forty times faster than tropical rainforests like the Amazon.

Led by Professor Peter Macreadie the **Blue Carbon Lab** is discovering how coastal ecosystems can be protected and harnessed to reverse or even diminish the effects of climate change.

Philanthropic support has been vital to ensure that the Blue Carbon Lab has the freedom to pursue the type of research that is needed at the speed that it is required. The Lab has been fortunate to attract support from a wide range of individuals and corporations, giving their time and funds to support an initiative that is of vital importance to all of us.

Dr Frank Gleason is an example of how a single individual can make a significant difference to research and a researcher's career through their generosity. Dr Gleason, who passed away in 2020, was a microbiologist who developed an interest in seagrass wasting disease, which led to his collaboration with the Blue Carbon Lab and philanthropic support of Dr Stacey Trevathan-Tackett's research.

'My research looks at how the incredibly small things in coastal environments, like microbes and chemical compounds, affect plants, ecosystems and global-scale processes like climate change,' said Dr Trevathan-Tackett.



Dr Gleason's philanthropic support during the early years was essential to allow my career in academia to continue and was fundamental in developing my research portfolio."

– Dr Stacey Trevathan-Tackett

'His donations co-funded my first fellowship, working on a marine biosecurity database for Australia and launching the global TeaComposition H₂O initiative. I have since been awarded two other prestigious fellowships.'

'**The TeaComposition H₂O** initiative is a global analysis of how well different wetlands store carbon. With the help of citizen scientists, tens of

thousands of teabags (donated by Lipton) are being buried in wetlands so that we can determine how carbon breakdown occurs in these environments,' said Dr Trevathan-Tackett.

The teabags offer a standard measure of decomposition that can be used to compare wetlands. Fast decay of the tea inside the bag means more carbon is being released into the atmosphere. The bags are dug up and measured at regular intervals over a three-year period.

'The main goals are to track the biomass and carbon loss during decomposition, and analyse the microbial communities driving the decomposition process. We hope to identify the wetlands that are better at capturing and storing carbon so that we can protect or restore them,' said Dr Trevathan-Tackett.

The HSBC citizen science program demonstrates how corporations can support discovery and spread the climate change message among their employees. HSBC initiated a partnership with the Blue Carbon Lab and Earthwatch Australia to develop a citizen science program that engaged its staff and partners in climate change research. HSBC staff manage \$100 billion in sustainable finance and it is important that they have a sound understanding of natural systems and how their investment decisions impact the environment.

The HSBC program was a full-day immersive experience combining educational and data collection activities in a local wetland. A total of 21 HSBC citizen science days were delivered in the two years of the program. More than 350 employees from 23 businesses surveyed over 300 vegetation plots and collected more than 1000 soil samples from coastal wetlands. They learned about natural capital, ecosystem services and green finance, while collecting data for the lab's research projects. The data is being used to prepare research papers that will advance understanding of blue carbon ecosystems. In 2019, the educational and scientific success of the program was recognised by the Australian Financial Review Higher Education award for industry engagement.

As well as participating as citizen scientists, individuals continue to support the Blue Carbon Lab through direct donations via the website and through more targeted support, similar to Dr Frank Gleason's giving.

The work of the Blue Carbon Lab is of vital importance – the solutions they find will shape the world we live in. For more information, please visit bluecarbon.org.

Engineering a more balanced and better world

Girls as leaders in STEM

While women make up half the world's population they only make up around one-third of the science, technology, engineering and mathematics (STEM) workforce, with men vastly outnumbering women majoring in most STEM fields in universities.

STEM jobs are some of the fastest growing in the job market and women are essential to filling the critical shortage of STEM professionals that exists now and will only increase as industries make the switch to automation and artificial intelligence. We also need more women to add diverse perspectives to solving scientific and technological challenges. Early voice recognition technology starkly illustrated the need for female perspectives in STEM. Initial software did not recognise women's voices, because it was designed by men using male only datasets.

The Invergowrie Foundation has been advancing the education of girls and women within Victoria since it was established in 1992. Their current focus is to support STEM education for girls and expose girls to the wide range of rewarding STEM occupations.

research team who work with teachers to develop technical problems focused on local industry needs. The teachers then work with girls in Years 5 to 8 to solve these problems. The project is supported by regular school visits from local female scientists, engineers, and entrepreneurs. The girls are exposed to potential careers in STEM and equipped with the skills they need to continue STEM subjects in VCE and university.

The pilot was such a success that the Invergowrie Foundation agreed to extend their support of the program for four years from 2019 to 2023. The program will be delivered in Geelong, Warrnambool and Mildura, engaging with approximately 60 schools, 60 teachers and 240 girls between the ages of 11 and 14 years.

'The GALS project is directly impacting young girls, their future careers and, ultimately, the world we all live in', says Professor Karen Hapgood, an engineer and Executive Dean, Faculty of Science Engineering and Built Environment. 'It is also improving teaching in STEM subjects by building resources for use at both the primary and middle years of schooling, as well as the development of a professional learning program for primary teachers to build their understanding and confidence in STEM subjects.'

The [Geelong STEM Hub](#) website, featuring the GALS project, now contains a raft of extra resources for teachers, lesson ideas and lesson plans.

Although it's still early days, Deakin's work – in partnership with the generous support of the Invergowrie Foundation – is working to empower more young girls as future leaders and entrepreneurs in STEM. Philanthropy is truly helping to engineer a more balanced and better world for us all.

In 2018, the Invergowrie Foundation provided seed-funding for the Girls as Leaders in STEM (GALS) pilot program. GALS is delivered by the Deakin STEM



Deakin University's School of Education has partnered with the Invergowrie Foundation to deliver a program that is making real progress in encouraging young girls to pursue careers in STEM industries.

The Faculty of Science, Engineering and Built Environment

The gift of education

Today, more than ever, financial concerns are a significant barrier to students accessing and completing a university education. More than 20 per cent of full-time undergraduate students survive on an income of less than \$10,000 a year, with two-thirds experiencing financial distress during their studies.

Since its inception, Deakin has been committed to breaking down the barriers to educational opportunity. We recognise that widening access to tertiary education is absolutely essential in creating opportunity for people to succeed – it builds greater social mobility and generates a more enlightened, prosperous world. Financial disadvantage, geographical location or family situation should never be a barrier to the benefits of a university education.

Scholarships provide students with crucial support that enables them to focus on their studies, ultimately helping them to achieve their education and life goals. They promote equity, commend excellence, and can lift future generations out of a cycle of poverty. Scholarship students often speak of the great sense of relief and confidence they feel from the easing of the financial burden and knowing that someone believes in them.

Philip Mulley, Chief Executive Officer and Founder of SecureWorx, knows what it is like to struggle. Growing up in the country, he did not have access to the same opportunities as city kids and it was not until he began working in his first full time job that he was able to begin his tertiary education as a mature-age student at Deakin University.



The true impact of the scholarship is unquantifiable and to say that it has been life changing does not do it justice."

– Max Power

When asked about his motivation to create the SecureWorx Cybersecurity Excellence Scholarship, Mr Mulley said, 'Australia, Deakin and SecureWorx have allowed my family to achieve financial security, so I feel it is important to give back in some meaningful way.'

'I decided to support a scholarship because education, especially in cybersecurity, is

a great vehicle for people to advance themselves and the country. I particularly wanted to help mature-age students and those from the country,' said Mr Mulley.

Max Power was the first recipient of the SecureWorx Scholarship. He had always had an interest in computers but financial struggles meant that he had to start working straight out of secondary school. In 2016, he decided to pursue his dream and enrolled as a mature-age student in what is now the Bachelor of Cyber Security. At the same time, he successfully applied for the SecureWorx three-year scholarship.

'The scholarship lifted a considerable financial weight and led to an internship at SecureWorx, where I now work full-time,' said Mr Powers.

'The true impact of the scholarship is unquantifiable and to say that it has been life-changing does not do it justice.'

[Meet donor-funded scholarship recipients](#)
Lauren, Molly, Antonia and Paulina.

[Meet Max, Kavery, Allias, Javid, Madhab and Bonnie](#) whose lives has been transformed by a scholarship.



SecureWorx scholarship recipient
Max Power. Photograph by Jesse Marlow.

Sparking a bright light

The importance of PhD scholarships

PhD students are an important engine room of university research, continuing to help drive Deakin's excellence.

The discoveries they make translate to new technologies, theories, or therapies. Scholarships are essential to supporting researchers at the beginning of their careers and accelerating new knowledge creation.

Two people who recognised this are Mr John Stanhope AM, alumnus and Chancellor of Deakin University, and Mrs Grace King, who was diagnosed with pancreatic cancer in 2014. Both saw that supporting a PhD scholarship would advance research and make significant changes in areas that they were passionate about.

Mr Stanhope supported a PhD in leadership and Mrs King raised funds for a PhD in cancer research. They funded scholarships in very different fields but with a united purpose – to make new discoveries that would impact positively on our world.

'Deakin is known for research in advanced manufacturing, health and the environment but

not as much in business - even though we have very good people in this area. I spent a lot of my life in leadership roles in the corporate sector and had the view that leaders who encourage fun in the workplace are key to creating an enjoyable productive work environment,' said Mr Stanhope.

I wanted to support research that would investigate the importance of humour in leadership."

– Mr John Stanhope AM

'My hope is that the research funded by the Stanhope PhD Scholarship would provide organisations with a new tool as part of leadership training, or that it could become part of the curriculum in courses where leadership is taught.'

The recipient of Mr Stanhope's PhD scholarship was Ms Caroline Rosenberg who made the switch from a successful career in project management within the telecommunications industry to study organisational psychology at Deakin.

'I had reached a crossroads in my career and decided to undertake a Master's in organisational psychology. I chose Deakin because it is the only university in Victoria that provides Organisational Psychology course and Deakin's academics are the experts in this field,' said Ms Rosenberg.

'The opportunity to apply for the Chancellor's prestigious PhD scholarship became available when I was about to finish my Master's. I was excited at the prospect of learning from not only the academic supervisors, but also Deakin's Chancellor, who had been so successful in business. Luckily, I was awarded the scholarship and my career has prospered because of it. As well as continuing with my research, I am working at Deakin in the Organisational Psychology team. I am incredibly grateful to the Chancellor for giving me a sense of real purpose, and a revitalised career path and passion.'

'Research in organisational psychology and on the topic of leadership is very important because there are so many existing theories that are not necessarily improving the way we work. We need new theories and frameworks that will make a real difference to people's lives. Without research this will not happen,' said Ms Rosenberg.



Grace King's dedication to pancreatic cancer research lives on through the King Family PhD Scholarship. Photograph by Donna Squire.

Grace King turned her diagnosis of pancreatic cancer into a mission to make a difference.

Faced with this devastating news, Grace and her family immediately looked for solutions. She quickly realised that there limited funding for research dedicated to finding effective diagnoses, treatments or cures for this devastating disease.



So Grace, with the support of husband Gary and kids Brianna and Aaron, decided to put her energy into raising funds to support a PhD scholarship in pancreatic cancer research.

Her fundraising efforts were bolstered by a donation from the Victorian Government through The Victorian Cancer Agency - and thus the King Family PhD Scholarship was created. The scholarship supports research into upper gastrointestinal cancers including pancreatic cancer. It is part of the NABNEC study which aims to test whether using two chemotherapy agents - NAB paclitaxel in combination with Carboplatin as

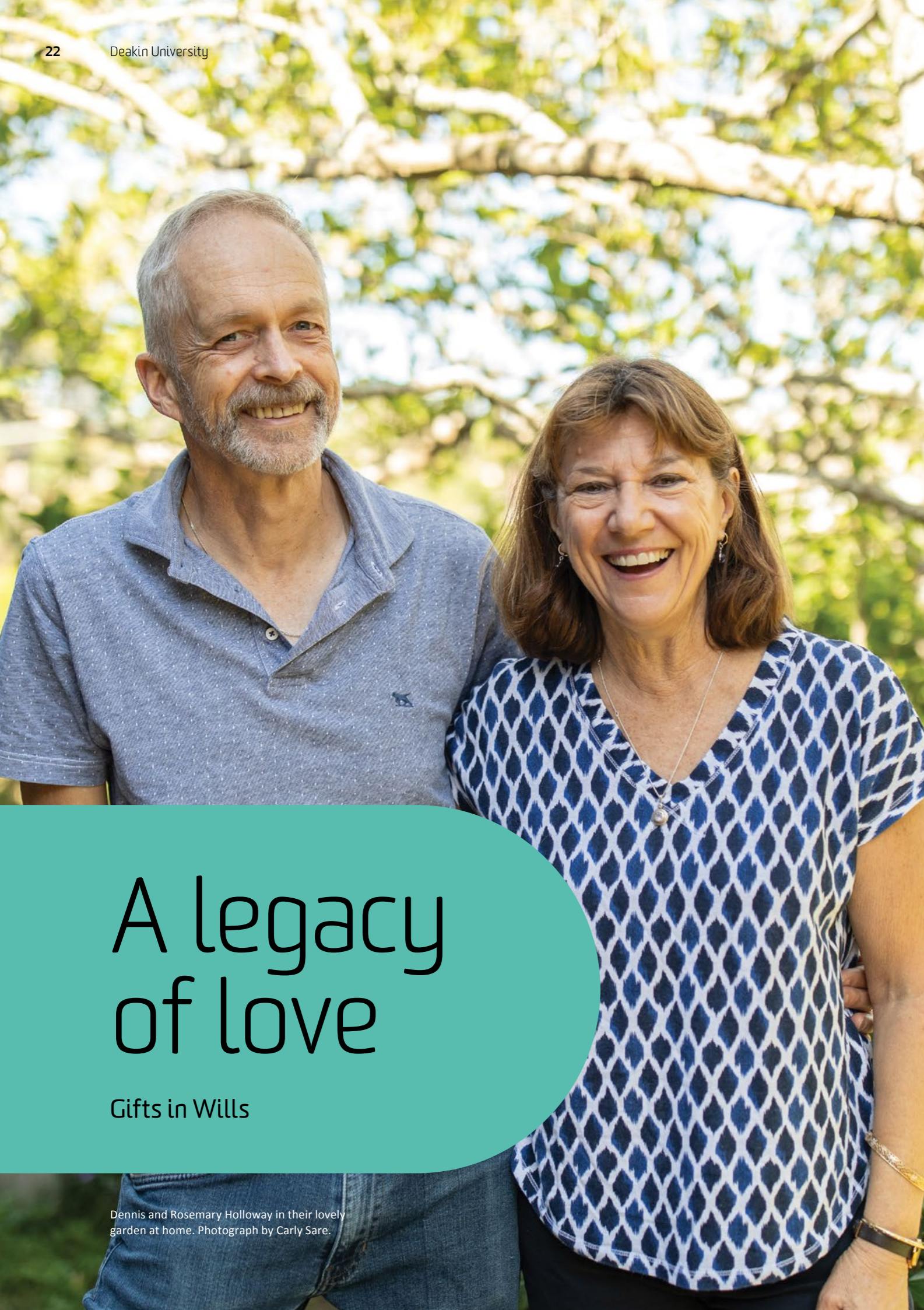
treatment for NeuroEndocrine tumours (NEC) - is safe and effective at reducing the tumour size, and in preventing, treating and delaying symptoms of the cancer.

Ms Abhi Venugopal was the awarded the King Family PhD Scholarship and is working to improve understanding of how this disease progresses and develop more effective treatment methods. She is studying circulating tumour cells to see if they have similar characteristics to the primary tumour, which will provide critical information about using blood samples to diagnose disease rather than more invasive tissue biopsies.

'This PhD Scholarship has allowed me to bring the world a step closer to early detection for neuroendocrine tumours and has also opened up an array of opportunities for me to pursue research as my career,' said Ms Venugopal.

Sadly, Grace lost her battle to this terrible disease, but her efforts have helped to accelerate discovery in the area of detection and treatment. Her focus was on finding solutions for everyone.

'If I can help at least one person then I have achieved one of my goals,' she said.



A legacy of love

Gifts in Wills

Dennis and Rosemary Holloway in their lovely garden at home. Photograph by Carly Sare.

Cody Holloway was a bright and happy young woman full of curiosity about the world.

At the age of 20 she was finding her path in life and attending university was part of the plan. Tragically, Cody did not get to fulfil her dreams. On 2 December 2006, her life was cut short by a car accident.

'Cody was very special in many ways. She was always very caring even as a little girl and as she grew she expressed that in her concern for the environment and in how people were treated. We had many conversations about refugees and Indigenous Australians,' said her father Dennis Holloway.

'One of the things that played on my mind over the years was that Cody never got the chance to go to university. She had just completed a TAFE course to improve her ATAR score when she was killed. I felt that she was denied the chance to have an impact on the world,' said Dennis.

To honour Cody's dream, Dennis and his wife Rosemary (Cody's stepmother) decided to make a bequest in their Will to set-up a scholarship in Cody's name at Deakin University, and to also start it immediately through their lifetime giving.

'As a Deakin graduate, I receive the alumni publications and was interested to learn about the work Deakin was doing to make Indigenous and refugee students comfortable in their learning environment. There was also information about bequests and the impact that they can have on students experiencing financial hardship.

'I put those two things together and suggested to Rosemary that we could leave Cody's inheritance to Deakin as a bequest. We started the scholarship at the same time because we wanted to be able to provide some input into the gift.



Our aim is to assist young Indigenous or refugee women whose lives would be improved by a tertiary education but who would not be able to carry the financial burden associated with university,"

– Dennis Holloway

Irene Bakulikira is the first recipient of the Cody Holloway Scholarship. She received assistance throughout her Bachelor of Arts and Master of Teaching (Secondary), which she completed in 2020.

Irene was born in the Democratic Republic of Congo. Her family fled their home because of war, then lived in Kenya for 10 years before coming to Australia in 2010. They settled in Geelong and Irene attended North Geelong Secondary College.

'I knew I wanted to be a teacher from a very young age, but I did not know how it was going to happen. Life in Kenya was difficult, it was a hand-to-mouth existence. Coming to Australia gave me the chance to finish high school and go to university.'

'My high school careers counsellors encouraged me to apply for scholarships because they knew that I needed the financial help. My dad was the only one working at the time, supporting a family of seven.'

'I was very excited when I learned I had been successful. The scholarship covered all of my university costs and meant that I could concentrate on my studies.'

Last year, Irene had the opportunity to meet the couple who have had such an impact on her education. 'It was really wonderful when I met Dennis and Rosemary face to face. They have helped me to achieve my dream and I am very grateful,' said Irene. She is currently applying for jobs to teach high school humanities and drama.

'It was such a pleasure to meet Irene. She is a very vivacious person who is passionate about what she wants to do in teaching and helping others learn. She has a bright future ahead of her,' said Rosemary.

Rosemary and Dennis chose to entrust Deakin with Cody's legacy because of Dennis' connection as an alumnus but also because of the university's good reputation and profile in the community. They are happy with their decision and very impressed with the work that Deakin is doing.

'The experience so far has been very positive. Our contacts at Deakin have kept us in the loop with things related to the scholarship and have also embraced us into the university community. Quite an achievement considering we live in Sydney. This has generated a feeling of trust that makes us feel comfortable about how the bequest will be managed in the future,' said Rosemary.

'I think Cody would have approved of the bequest and she would have loved Irene. It has been very rewarding from that point of view. It helps us keep the memory of Cody alive as well as making us feel that she is still having an impact in the world. That is what we were thinking in terms of establishing this scholarship and leaving the bequest,' said Dennis.

'I hope that others will be inspired to support students and the University in a similar way.'

If you are considering leaving a gift in your Will to Deakin, please get in touch with Deakin's Gifts in Wills Coordinator: Ms Tracey King
E: tracey.king@deakin.edu.au
T: 03 9244 6831
M: 0439 261 517

W: [Leaving a gift in your will](#)

How technology and innovation can help deliver better care to Australians living with dementia

Talk with Ted

Deakin University is a trailblazer in using cutting-edge technology to drive innovation that makes a real difference in people's lives. Many of the most transformational breakthroughs have only been possible through strategic collaborations with industry or the community. Developed by Deakin's Applied Artificial Intelligence Institute (A²I²) in collaboration with Dementia Australia, 'Talk with Ted' is one such innovation.

One of the biggest challenges facing the aged-care sector is ensuring ongoing workforce training, including specific training for carers who support people living with dementia. Dementia Australia asked A²I² – whose mission it is to build AI systems that are beneficial to our industries and society – to help solve this problem using the latest technology.

In response to this challenge, Talk with Ted was created. Ted is an AI avatar with symptoms of a person living with dementia. Using just a computer, carers are able to practice having a conversation with him in a safe learning environment. Through the immersive simulation, they can learn how to better communicate with someone living with dementia. Users are provided with a report at the end of the exercise.

Ted is the product of combining gaming technology, AI, and motion capture of an actor's expressions and body language. His responses and reactions are based on the real-life experience of those with dementia. The result is a unique training tool that is significantly more effective than classroom-based learning.

In late 2019, Ted was trialed for eight weeks with twenty-three professional carers, all of whom care for people living with dementia. They reported they had developed a better understanding of the behaviours associated with dementia and were able to communicate more effectively with their clients following the training.

In 2020, Deakin University and Dementia Australia were recognised for Talk with Ted with a Victorian iAward for the Not-for-Profit and Community Solution of the Year category.

Talk with Ted was made possible through the generous support of the Rosemary Norman Foundation. This project highlights how universities can work with industry and philanthropy to deliver practical applications that come from putting fundamental research into play to solve real-world problems.

Talk with Ted is just one example of the many collaborations that Deakin has entered into that have translated research into life-changing outcomes. To read more on the impact of Deakin research visit disruptr.deakin.edu.au.

What else can A²I² do?

- Carers learn how small changes around the home can significantly improve the quality of life of someone living with dementia through A²I²'s EDIE - Educational Dementia Immersive Experience. [Read more](#)
- A²I², together with The Alfred Hospital, has built a new version of a [Trauma Reception and Resuscitation \(TRR®\)](#) decision-support system designed to help doctors by getting live feeds from a trauma patient's vital signs.
- Visit a2i2.deakin.edu.au. To read more on the above and find out more about the Institute.

If you would like more information about giving to Deakin please contact the Deakin Development team at:

E: giving@deakin.edu.au

T: +61 3 9244 5150

W: deakin.edu.au/giving-to-deakin



Scholarship recipient, Godet, at the Deakin Warrnambool campus. Photograph by Glen Watson.

Scholarship recipient Kavery Jeyakumar proudly stands alongside the work of Hannah Quinlivan, from her Travelling Light exhibition at Deakin University Art Gallery 2017, and is featured with her kind permission. Photograph by Jesse Marlow.

What is Philanthropy? We asked some of Deakin's valued donors, talented researchers and grateful scholarship recipients what philanthropy means to them.

Publication design and printing managed by U-bahn design. Writer: Betty Vassiliadis.

Deakin Advancement
Melbourne Burwood Campus
201 Burwood Highway
Burwood VIC 3125
Phone: +61 3 9244 5150
Email: giving@deakin.edu.au

deakin.edu.au

Deakin University CRICOS Provider Code: 00113B

