dKin

BIG PLANS FOR 2020

ISSUE 3

Contents

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Jane den Hollander
Vice-Chancellor

Whatever path eventuates for Australia in the next decade, we can be certain that the pace of change will continue to be breathtaking and that outcomes may well be complex, ambiguous and unpredictable.

The impact of digital change encompasses a range of potentially game changing technologies and platforms across social media, mobile computing, big data, the Internet of Things and of course Massive Open Online Courses or MOOCs.

MOOCs offer free tuition for all, have enrolments counted in the millions and the potential to free us from traditional concepts of meritocratic selection and credentialing. The large Asian markets have shown great interest in the capacity for MOOCs to offer a cost effective alternative for large populations previously without access to any higher education. The US may still be the world's education technology leader, but with the world's largest pool of university enrolments and deep internet and social media penetration, Asia has become its most critical testing ground.

Deakin has a clear vision for 2020, outlined in its LIVE the future agenda. Deakin aims to drive the digital frontier, harnessing the power and opportunity of the digital world in all it does. Our MOOC has enabled Deakin to explore innovations in assessment and link our curriculum to the skills we know employers want. The sheer numbers participating in MOOCs mean that we have access to large data sets which are informing our curriculum design and generating new insights about learning.

Our world-first partnership with cognitive computer IBM Watson is enabling Deakin to surf the megatrends of automation, big data and customisation, providing personalised advice to students 24/7 365 days a year. In the future, the challenge for Deakin will be to build ever-stronger links between data, teaching and learning, maintaining a focus on developing the skills and knowledge that we value as a society and for the jobs of the future.

Digital change is not just about big data, websites and wearable computing. Digital change is generating new frames of reference and its impact on the jobs and skills of the future is profound. In an age when vast quantities of information are available instantaneously and outdated almost immediately, the ability to deal nimbly with complex and often ambiguous knowledge is far more important than an accumulation of facts. Teamwork, entrepreneurship, intercultural communication, emotional intelligence, on-the-job experience – these are the prerequisites for successful lives and careers in the 21st century.

Many of the jobs Deakin is preparing graduates for today were unheard of a decade ago. Think back just five years – who had heard of app developers, data scientists and social media managers? We are likely to re-enter education multiple times to keep pace with the fast changing technology landscape – the career of a lifetime will now need to include numerous re-skilling and up-skilling events in order to maintain currency. Whatever changes eventuate over the next decade, education will continue to be both a compelling indicator of competence and a powerful instrument of human progress.

In this time of profound change, your university, Deakin, is on a powerful trajectory with a growing international reputation. We rank 45 in the Times Higher Education ranking of the world's top 100 universities under 50 years and we are in the top three per cent of the world's universities in each of the three major international rankings – one of only 15 Australian universities to achieve this.

A university's reputation is integral to its rankings, and our reputation relies in no small part on how successful our graduates are in the world. You play a significant role in defining and shaping the sort of university Deakin is today and of course as our recognition and reputation grows, so too does the value of your degree.

Ideas, knowledge and knowhow are critical currency for success in our 21st century economy. Our alumni program wants to engage you with the areas in which you are most interested, whether through professional development, networking or by providing a vehicle for you to support Deakin to continue to deliver outstanding education and research to the communities we serve.

This issue of *dKin* showcases a snapshot of Deakin's excellence in research, education and alumni achievements: from big data in India and China to the importance of a secure start to emotional life, and the value of education in developing countries – it is an excellent read!

I do hope you enjoy *dKin* and that it will inspire you to keep in touch with us.

Jane den Hollander
Vice-Chancellor


Destroying the Past
and

rmed with power tools, hammers and pickaxes, it took just minutes for ISIS to reduce a 3,000 year old relic to rubble. It took even less time for the video of the famous Assyrian winged bull deities at the Nergal gates of Nineveh being vandalised beyond recognition, to be uploaded onto the internet by the tech-savvy propaganda wing of ISIS.

The video then cuts to the Mosul Museum and an ISIS representative condemning polytheists before smashing museum pieces with hammers and pushing them to the ground, watching them break into tiny fragments.

In addition to priceless relics, statues and documents, lost forever in the attack on the Mosul Museum, were five life-sized statues depicting the kings of Hatra. There are 27 known statues of Hatrene kings, so this represents a loss of 15 per cent of all the sculptures in existence.

'We are currently living through perhaps the greatest period of heritage destruction that the world has ever seen,' says Dr Benjamin Isakhan, a Senior Lecturer in Politics and Policy Studies and Convener of the Middle East Studies Forum at Deakin University.

A few months after the Mosul Museum was destroyed, news broke that the ancient Assyrian city of Nimrud, an archaeological site near the city of Mosul, had been completely flattened by ISIS troops using heavy military vehicles.

Nimrud was built around 1250BC and grew to become the capital of the powerful neo-Assyrian empire, which extended from Mesopotamia to modern-day Egypt, Turkey and Iran. The region is, says Dr Isakhan, the birthplace of civilisation.

Yet as the world watches on in horror, and archeologists and anthropologists wring their hands in despair, a unique project, headed by Dr Isakhan will soon be used by governments, museums, NGOs and international bodies to halt the further destruction of ancient relics, and may even help create secure and peaceful countries in a part of the world that has almost always known conflict.

According to Dr Isakhan, the destruction of heritage sites in Middle Eastern countries occurs for a number of reasons. 'One of the objectives of ISIS is to destroy symbols of alternative religions,' he says. 'Hatra, for example, is a city that has come under ISIS control and a lot of statues and relics have been destroyed because of the belief that representation of false gods or polytheism should be destroyed.'

Shock factor is another undeniable motive. 'ISIS has released videos of all kinds of humanitarian tragedies as well as heritage destruction because they know it gets a lot of airtime globally and allows them to get their message out.'

If the destruction of the world's heritage sites is to be understood and addressed, says Dr Isakhan, it needs to be acknowledged that ISIS is not the only culprit.

He points to the US military's use of the ancient Mesopotamian cities of Babylon and Ur.

'These sites were turned into US military bases and thousands of troops moved through,' he explains. 'Ur had an old air force base adjacent so it was tailor made for the US to move in.

'The US went as far as to set up Pizza Huts and Burger Kings at the ancient site.'

But right now, says Dr Isakhan, ISIS is doing large-scale destruction and, he says, there is another less pious reason why the looting of ancient artefacts has exploded to an industrial scale.

'There is evidence that one of the key revenue streams of ISIS is archeological looting,' he explains. 'In one part of Syria alone they made $32 million from looting in under six months.'

Dr Isakhan draws a picture of a massive international operation that is mindboggling in its scale and sophistication.

'Since 2003 there has been a huge international black market operation to loot these archeological sites, and this is going on at an industrial scale today,' says Dr Isakhan.

'The looters dig and smash their way through the ancient catacombs of archeological sites, grabbing anything with writing on it or an image, or anything made from precious stones and metals, to sell on the black market.

Dr Benjamin Isakhan
Senior Lecturer in Politics and Policy Studies and Convener of the Middle East Studies Forum at Deakin University

'It's then moved on to middle men, the black market operatives that move it over the borders, and to the next wave of people who upsell it.'

Recently, Greek coins from around 500BC turned up on EBay, and were sold for around $100.

'Another market is private collectors,' says Dr Isakhan. 'Owning your own collection of antiquities is big amongst the nouveau riche in certain countries. Sometimes artefacts are given fake documents and then sold at major international auction houses in New York and London. There was one piece that recently went for $53m, which was later found to have been illegally removed from Syria.'

But Dr Isakhan's research project documents not just names and dates of heritage destruction, but the social and political context in which it occurs, and this is the real game changer.

While other universities are documenting the destruction of artefacts, what makes Dr Isakhan's project different is its multiple dimensions.

'What we are doing is creating a detailed picture of the nature, scope and variety of the heritage destruction going on. It gives us an unprecedented window into why this type of heritage destruction occurs; what facilitates it; what is the context; why certain sites are attacked at certain times; if it's revenue raising; if it's sectarianism.

'Saving the past for the future can only be achieved if researchers look deeply at the social and religious reasons why destruction occurs,' explains Dr Isakhan.

The information collected by his team will be used to create a set of policies and protocols to prevent this type of destruction happening again.

'If a state that is particularly heritage dense is going through a crisis,' says Dr Isakhan, 'we will know what to look for well in advance and will have the systems in place to move quickly.

'In the case of Palmyra, which is currently occupied by ISIS, we knew they were coming for months and months and nobody did anything because there was no system.

'Potentially, we could remove the contents of a museum out of a country in crisis. There could be temporary exhibitions that tour the world, and those exhibitions could potentially fund the rebuilding of the museums. It's a win-win proposition.'

The unique data collection, says Dr Isakhan, will also play a crucial role in promoting peace across the Middle East.

'When Syria and Iraq emerge from this horrible period they will need to build a sense of unified national identity,' he says. 'All national identities are to some extent built on a cohesive and collective past. A collective narrative underpins our sense of nationhood, it's why we want to live together, and work together for a common good – history is a very important thing. All nation states rely on the past to build a future.

'Then there are other more pragmatic things such as tourism. When the last drop of oil is gone from Iraq and Syria the only thing they will have to sell to the world is their history.'

Whilst archaeological destruction is but one of many humanitarian atrocities being committed by ISIS, Dr Isakhan says it should not be ignored.

'When you destroy a country's cultural heritage, you are effectively killing the people of the past,' he says. 'You are killing the people of the present because you are killing their access to these things and the opportunities to learn from them. And you are killing the people of the future, because the people of the future will never be able to stand before that object and admire its beauty.

'And that's why it's so upsetting for people – they see statues that have stood for three and a half thousand years, and how many people have lived and died in that time, how many empires have risen and fell, and now it is gone forever.'

Never stop discovering, never stop learning.

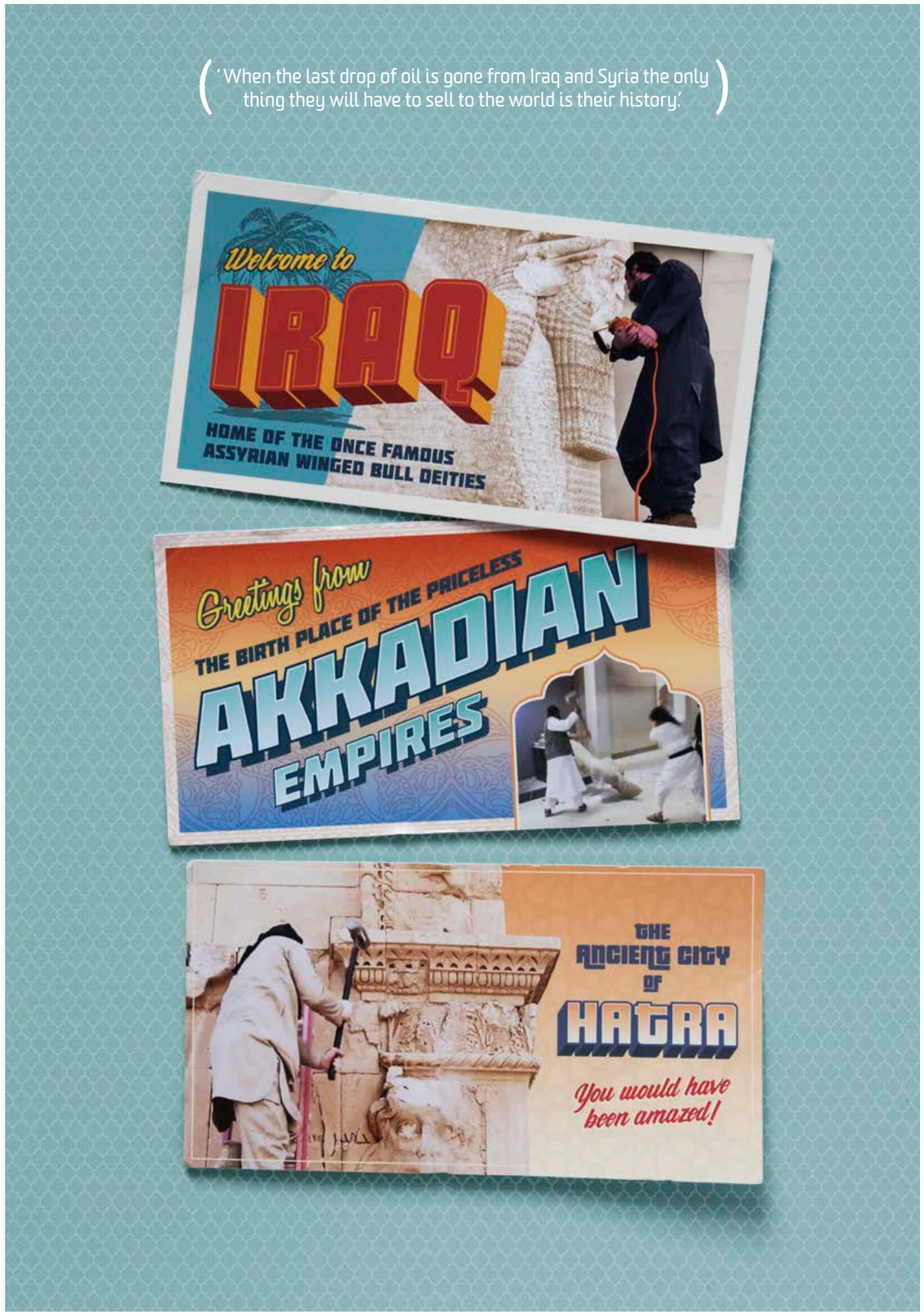
deakin.edu.au/alfred-deakin-institute/research/projects/partnerships/destruction-heritage-iraq-syria

Further reading

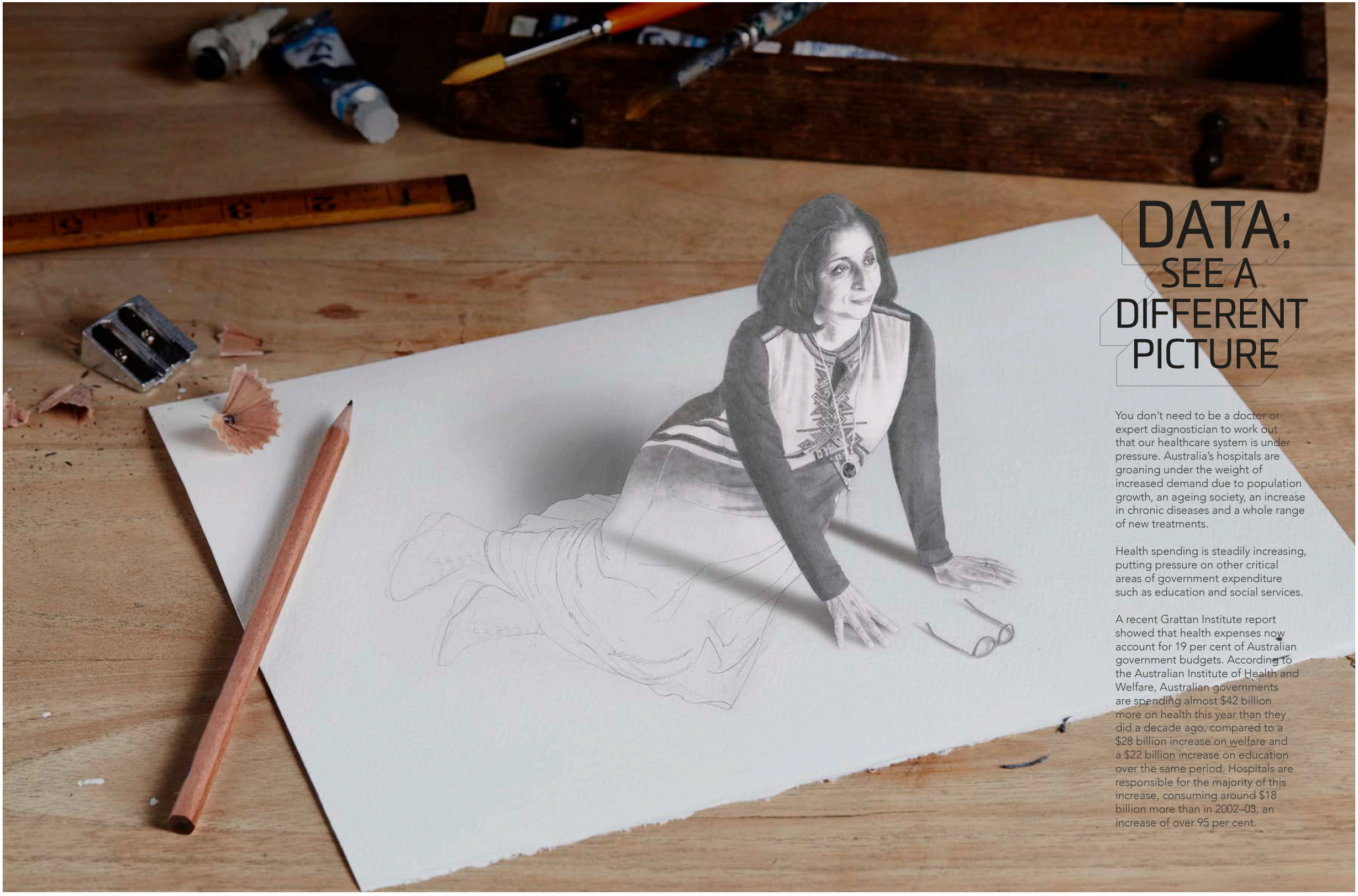
The Legacy of Iraq: From the 2003 War to the 'Islamic State'. Benjamin Isakhan 2015

Photos: Dr Benjamin Isakhan. ©2012.

'When the last drop of oil is gone from Iraq and Syria the only thing they will have to sell to the world is their history.'




Iraq
the
birthplace
of civilisation



DATA: SEE A DIFFERENT PICTURE

You don't need to be a doctor or expert diagnostician to work out that our healthcare system is under pressure. Australia's hospitals are groaning under the weight of increased demand due to population growth, an ageing society, an increase in chronic diseases and a whole range of new treatments.

Health spending is steadily increasing, putting pressure on other critical areas of government expenditure such as education and social services.

A recent Grattan Institute report showed that health expenses now account for 19 per cent of Australian government budgets. According to the Australian Institute of Health and Welfare, Australian governments are spending almost $42 billion more on health this year than they did a decade ago, compared to a $28 billion increase on welfare and a $22 billion increase on education over the same period. Hospitals are responsible for the majority of this increase, consuming around $18 billion more than in 2002–03, an increase of over 95 per cent.

Health practitioners and hospital administrators are united in their belief that changes need to be made to ensure that all Australians have access to the high quality care that they need and to control healthcare costs. We need, they say, better systems.

Help is on its way – and it's coming from an unexpected source: a group of data analysts at Deakin University's Centre of Pattern Recognition and Data Analytics (PRaDA), who work on 'big data.'

Barwon Health, Australia's biggest regional health service and one of the largest health services in Victoria, is acutely aware of these problems as it provides comprehensive healthcare to Geelong and the surrounding region. Barwon Health administrators had become aware of the potential of big data, having worked with the PRaDA team to predict risks of poor health outcomes in different groups of patients, and one day the Deputy CEO at that time approached the PRaDA team with a question.

'We had been working with Barwon Health using existing patient data to predict risk,' remembers Professor Svetha Venkatesh, who heads up the team at PRaDA. 'We had started with predicting suicide risk, then we moved to predicting things like cancer mortality risk, risks following premature birth, and the likelihood of hospital readmission after discharge.'

'Then one day the Deputy CEO of Barwon Health said to me, "Could you use the data to make my hospital run more efficiently?"'

It turned out they could. 'We were able to see that we had access to all this data, and we could put it together to help with multiple hospital functions, not just risk prediction.'

The result is iHealth Map, a revolutionary system that collects data from disparate hospital data, and reports back in real time, highlighting areas of efficiency – and those that need work.

'There are three levels of reporting,' explains Prof. Venkatesh. 'The first is useful for the CEO and his executive and that is top line reporting, such as patient length of stay times, costs et cetera. The next level provides information to middle management and covers things like bed management and patient flow, and the third level is for the clinicians, who work every day with patient histories and all the data they contain.

'The aim of iHealth Map is to create better patient journeys at lower cost.'

And that's where machines trump humans every time, explains Prof. Venkatesh. 'No human can look at and compare 100,000 patients – but machines can do it accurately and reliably.'

Prof. Venkatesh believes that big data and innovations like iHealth Map have potential to transform the Australian hospital system.

'In five years' time hospitals will be very different places,' says Prof. Venkatesh. 'Machines will be transformational.'

Triage nurses could be assisted, and in some tasks replaced, by machines with access to complete hospital and general practice medical records, that are fed real-time information via personal devices such as wristbands. Time spent in waiting rooms could be reduced, perhaps eliminated, by machines with access to real-time information from every hospital and general practice in the city, to help direct patients more effectively.

And importantly, envisages Prof. Venkatesh, patients will have access to their own medical records. 'If we had access to our own data we could become more responsible for our own health when it's important. That is, we can be preventative each and every day, and when we can't prevent, we will recognise the early signs of illness.'

Somewhat controversially, Prof. Venkatesh believes that eventually machines will totally transform the way GPs and specialists work.

'Machines can already do a lot of the predictive work that specialists currently do,' explains Prof. Venkatesh. 'So think about this: if all this data is available at the GP level, then technically, the GPs can do the prediction themselves.'

If this makes specialists a little nervous, Prof. Venkatesh says that she believes specialists will continue to have a role, just working differently. 'A machine is not a person, so it cannot make a diagnosis, for example,' she says.

Such has been the interest in iHealth Map that Prof. Venkatesh's team has started a company to market and distribute it. 'We presented a business plan to the Vice-Chancellor, she supported the appointment of a skilled commercial developer and we will soon appoint a CEO.'

'Using machines to overhaul hospitals and health care is just the tip of the iceberg,' says Prof. Venkatesh. 'Machines with autonomy will be the next game changer.'

'There are two fundamental components in machine learning,' she says. 'One is prediction; the other is search or exploration.'

While machines and big data might just save Australia's health system, Prof. Venkatesh says that it's crucial that the ethical issues they raise are explored very carefully.

'I never thought Artificial Intelligence would happen in my lifetime,' she says. 'But I think we have come to a point where we have reached an ethical limit. We are at a point of discovery where we might well decide we don't actually want to go any further.

'We are very close to building machines with autonomy. It's one thing to be sitting in the Google self-driving car and telling it where you want to go, but what if the car decides to do something else? As a society we need to ask, does mankind want machines with autonomy, and if so, how much?

'The kids we are training now will be making the decisions,' she predicts. 'In the ethics class I teach in my lab that's the big question – do we want to go there?'

Never stop discovering, never stop learning.

www.deakin.edu.au/research/prada

SENTENCING
&
MANY
PROBLEMS
SOLVED
BY
2020

The Defendant was leaving a hotel in the early hours of the morning, when he was accosted by a group of drunken patrons who began racially taunting him. A scuffle ensued and ended with the Defendant king-hitting one of his tormentors, causing serious facial injuries. A few months later he appears in court, is found guilty, and is about to be sentenced. It's 10.00am, the judge has just enjoyed a breakfast of fresh pastries and coffee in his chambers with his clerk and is looking forward to a day doing the job he loves. While what the Defendant did was against the law, he was young and he was provoked. The judge gives him two months in prison.

Later that afternoon, another man accused of an almost identical crime stands in a courtroom awaiting his sentence. The man about to decide his future is a notorious 'sentencing judge'. He's tired, he's hungry and the rheumatoid arthritis in his right hand is beginning to flare up, making note-taking difficult. The Defendant standing before him caused life-changing injuries to his victim, and quite frankly, the judge is sick of thugs blaming the taunts of others for their own stupid actions. The judge sentences him to five years in prison.

Two identical crimes, two vastly different punishments. And according to sentencing expert and head of the Deakin Law School Professor Mirko Bagaric, it's happening every day all across Australia.

'Sentencing is the deliberate inflicting of pain on individuals in our community,' Prof. Bagaric says. 'Prison sentences reduce a person's life expectancy by three to five years. Your lifetime income level drops about 40 per cent by going to jail.'

'We need to have a valid justification for deliberately inflicting suffering on people. It's important to get it right.'

Prof. Bagaric has created a model for an evidence-based sentencing system that he hopes will be adopted incrementally across Australia over the next few years, resulting in what will hopefully be uniform national evidence laws. It will be fairer, he says, it will reduce crime, and it will free up funding for things like more hospitals and schools.

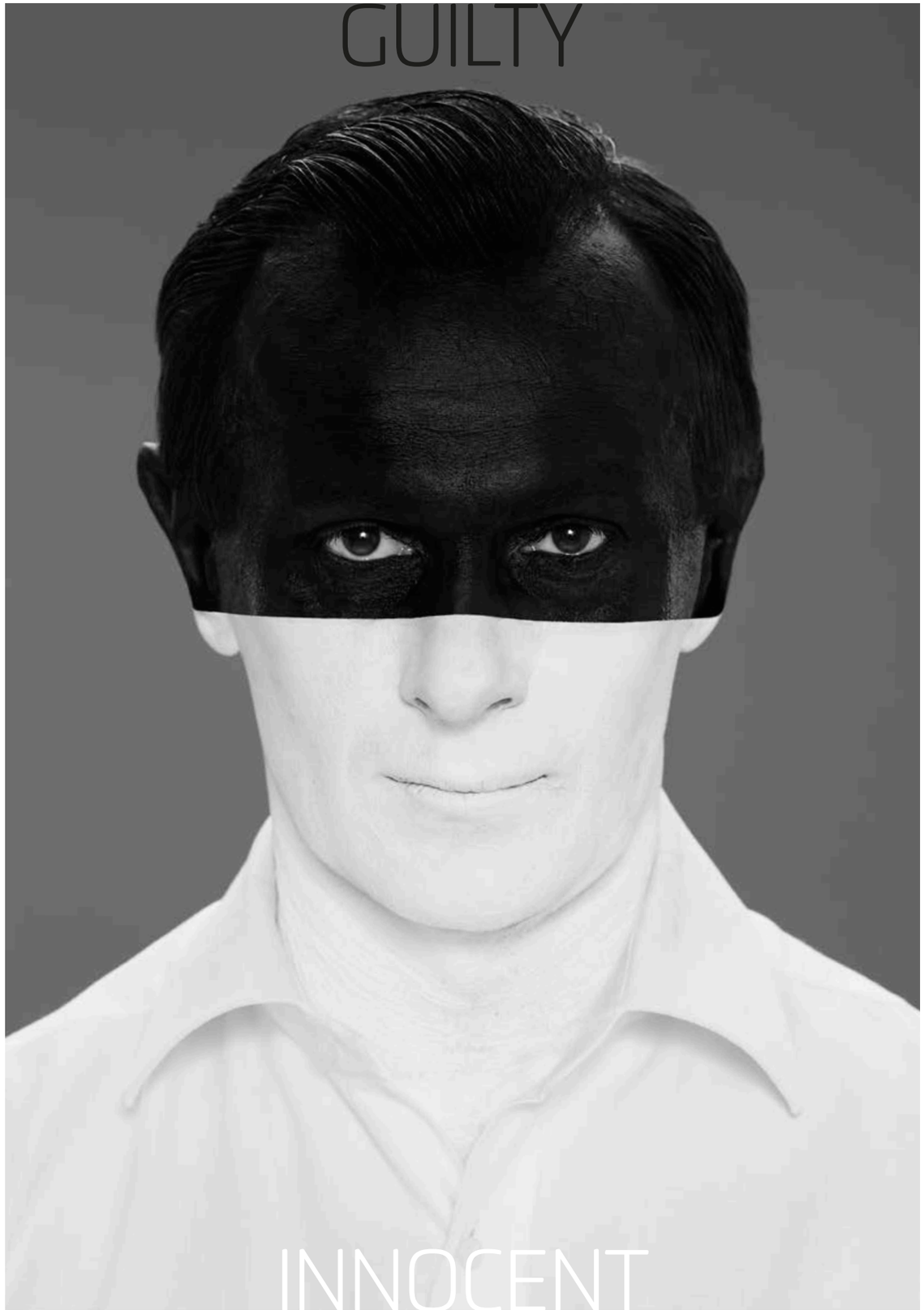
'Sentencing is currently very fluky,' says Prof. Bagaric. 'The main determinant regarding the penalty that any person receives isn't what the law says, its happenstance of which judge or magistrate hears the case.'

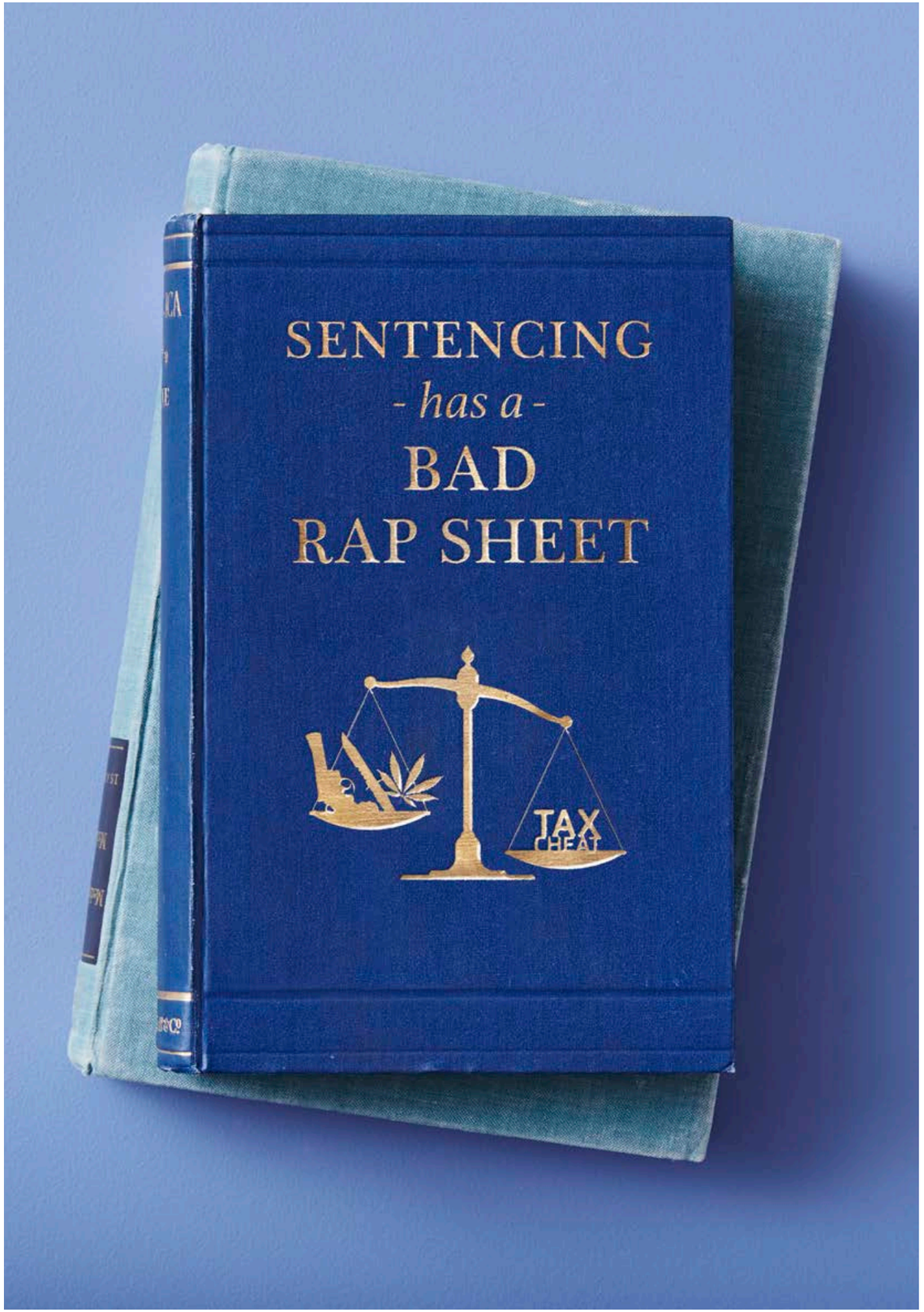
One of the major problems with the current sentencing system, says Prof. Bagaric, is its failure and incapacity to achieve many of its stated objectives.

'Take the theory of general deterrence,' he explains. 'The theory is that there is a correlation between harsh penalties and the prevalence of crimes. What the empirical data shows is that that theory is flawed – it's simply not true.'

Another area where sentencing fails to meet its expectations is the theory that the way to make sure criminals don't reoffend is to show them that crime doesn't pay.

Again, Prof. Bagaric says there is no evidence to support this at all. 'In fact, if there is any correlation between tough penalties and reoffending it is quite the reverse – there is actually a small increased likelihood that the criminal that gets the tougher penalty will reoffend.'





'In the countries that do sentencing well... the crime rate is around two-thirds of ours.'

Then there's the theory of rehabilitation. Prof. Bagaric says there is no data to support the theory that rehabilitation programs currently in use are effective for most offenders.

Prof. Bagaric believes the current system needs to be replaced by an evidence-based sentencing system.

'Sentencing currently isn't being informed by the empirical data regarding what can be achieved,' he explains. 'In medicine for example, if a certain drug is found not to work, they stop using it for that particular ailment. We don't do that in sentencing.'

According to Prof. Bagaric, world's best practice sentencing systems tend to be in Scandinavian countries, where punishments are more evidenced-based and where prison is reserved mainly for offenders from whom the community needs to be protected, such as those convicted of violent and sexual crimes – not those they dislike, such as those convicted of fraud or white-collar crime.

The starting point of the model Prof. Bagaric is proposing for Australia is a penalty regime whereby the principal determinant is proportionality. The hardship stemming from the punishment should match the harm caused by the crime. This would enable the calibration of standard penalties for all serious offences. Rape, which causes significant lifelong damage, might have a mandatory sentence of five years.

'Once you have a standard penalty then it goes up or down, depending on the applicability of considerations that aggravate or mitigate the crime. If it's an offender from a deprived social and economic background you might get a 25 per cent discount; if they've got a mental illness you give them another 10 per cent discount.'

Under the proposed system, fewer people would be incarcerated, but standard penalties and a sentencing regime where there is less accumulation for multiple offending would mean that the right offenders (those who commit serious violent and sexual offences) would be incarcerated with a higher degree of certainty and often for longer periods than is currently the case.

The shock and fear that gripped Australia when it was revealed that the killer of Melbourne woman, Jill Meagher, had already been convicted of eight rapes and was out on parole when he killed her, (he was eventually convicted of three more rapes) would be a thing of the past.

Prof. Bagaric says the key to the success of the sentencing laws of Scandinavian countries is that they use empirical data.

'The data comes from many institutions around the world, mainly universities, where they do experiments and surveys and they look at the capacity of sentencing systems to achieve certain outcomes.

'For example, studies into reoffending and punishments. They get equally placed offenders, who have committed the same offence, some get light sentences others gets heavier ones. Then they look at the reoffending rate.'

While overhauling the sentencing systems of a country with nine different jurisdictions might seem close to impossible, Prof. Bagaric has made some progress, meeting with the several state and territory Attorneys-General and politicians and taking with him one simple message: do you want to make generational progressive change that makes a difference; do you want to spend less money; and do you really want to reduce crime in your community?

'In the countries that do sentencing well, nearly all of them imprison around a third of what we do in Australia and the crime rate is around two-thirds of ours.'

Prof. Bagaric believes there are several jurisdictions that are close to climbing on board, especially those that have seen an escalation in imprisonment.

'What needs to happen now is for one of the big states – Victoria, New South Wales, Queensland or South Australia, which are struggling to afford top level hospitals – to be a pioneering state,' says Prof. Bagaric. 'Then the rest of the states are likely to follow.'

Whilst there are definite social and financial reasons for overhauling sentencing, Prof. Bagaric says there is another compelling reason – humanity. All people, including criminal offenders, need to be treated in a manner that is morally sound. Imprisoning people beyond that which is commensurate with the seriousness of the offence and where no good stems from it, is the moral equivalent of punishing the innocent. We need to stop doing this, as we currently do with many white-collar and non-violent drug offenders.


WHO STEPS
FORWARD
IN A CRISIS?

TACKLING DISASTER BEFORE IT HAPPENS

The Australian aid worker was putting the final touches to a report that outlined the need to fund a clean water program in rural parts of the Philippines, when Typhoon Haiyan hit, killing 6,300 people and leaving 11 million others in various stages of desperation.

A senior manager for an NGO based in the Philippines, was in an instant torn from her desk job and deployed to a disaster zone. Almost immediately she was floundering; by the end of the first month she was exhausted and frustrated and meeting few of the NGO's objectives. She was working 18-hour days before collapsing into bed every night; she didn't really know any of the new batch of aid workers she was supposed to be supervising; and she had been unable to harness any of the local resources in a meaningful way.

When the same aid worker was deployed to lead a team responding to Cyclone Pam, which ripped through Vanuatu two years later, it was a completely different story. She transitioned into disaster mode seamlessly; she was allocating a set period everyday for reflection to review the work performed and to assess what needed to be done; she made getting to know the staff a priority so as to best harness their strengths and keep them motivated; and she had cultivated relationships with local leaders in order to maximise their support and resources.

It was a transformation that until recently was rarely seen in humanitarian response.

'Traditionally, whenever there is a crisis of leadership in a humanitarian response, the solution has been to add in a system or a process,' explains veteran Save the Children aid worker, Stephen McDonald. 'But the problem wasn't the system! The problem was we weren't populating it with the people who have the appropriate experience, skills and behaviours.'

Then, as Deakin University's Dr Phil Connors remembers it, in 2011 Stephen McDonald knocked on his door with the proposition that would essentially change the way the humanitarian sector trained and operated forever.

Using seed funding from the Australian Aid Programme, in-kind support from Save the Children and Deakin University, and a lot of energy, goodwill and staff from partners such as World Vision and Oxfam, the Humanitarian Leadership Programme was born.

'We started to map out literally on the back of an envelope how to develop what is now the Graduate Certificate of Humanitarian Leadership,' remembers Phil Connors. 'And in January 2012 we taught our first unit.'

In addition to addressing the skills required for leadership in a humanitarian crisis, it's the program's unique methodology and content, which includes a real-life simulation in Indonesia, that really sets it apart as a global leader in humanitarian education.

'People in the field are calling it the pre-eminent humanitarian leadership course in the world. People working in aid organisations have told me that they can tell who has done the course and who hasn't. They are just different.'

It's been five years since that first meeting, and Stephen McDonald and Phil Connors have now become co-directors of a ground-breaking centre which, with the backing of the IKEA Foundation, is taking the humanitarian leadership program to a whole new level which, in the next five years, will transform globally the humanitarian industry.

'There have been strong discussions within the global humanitarian sector about what needs to change to meet the growing demands,' says Phil Connors. 'We've got an increase in natural disasters due to climate change and there are now 60 million refugees in the world all requiring some kind of humanitarian response.

So people have been asking, what needs to change? One of the key factors that has emerged is leadership.'

'The Indian Ocean tsunami in 2004 was the major trigger point,' adds Stephen McDonald. 'But the failure of leadership had been reflected across a whole number of crises going back to Rwanda in 1994 and even before that.'

Having established a leadership program with proven success in the region, Stephen McDonald, Phil Connors and Sophie Perreard, Head of Teaching and Learning, under the auspices of Save the Children Sweden, last year submitted a proposal to the IKEA Foundation, an organisation dedicated to improving opportunities for children in some of the world's poorest communities by funding programs that create lasting change for their families and communities.

The proposition: to take Save the Children and Deakin's groundbreaking Humanitarian Leadership Programme to the rest of the world, overhauling the humanitarian sector, and impacting positively on countless lives in the process.

'This Centre is a unique and innovative opportunity to address the needs of the sector in terms of education and research for this region and beyond,' says Sophie Perreard.

The IKEA Foundation shared their vision and agreed to provide funding, which, in addition to the philanthropic funding matched by Deakin University, has resulted in the formation of the Centre for Humanitarian Leadership.

'At the IKEA Foundation, we believe every child has the right to a safe place to call home and a quality education, and nothing threatens those rights more than humanitarian disasters,' says Per Heggenes, CEO of the IKEA Foundation.

'Children are extremely vulnerable in disasters, so it's crucial that aid workers have the skills and expertise

‘We started to work out literally on the back of an envelope how to develop what is now the Graduate Certificate of Humanitarian Leadership.’

necessary to protect, educate and save children when their world has been turned upside down.

‘That’s why we are supporting Save the Children and Deakin University’s Humanitarian Leadership Programme to develop aid workers who can help children when they need it most.’

In addition to being the operating hub for the ever-evolving Humanitarian Leadership Programme, the Centre will manage scholarships and subsidies that allow greater access for students from developing countries, as well as oversee the expansion of the education and research program around the world.

Just as the IKEA Foundation works in partnership with NGOs around the world, so does the Centre for Humanitarian Leadership. Currently, there are 17 organisations involved in the Humanitarian Leadership Programme. During the disaster simulations in Indonesia, of the 24 staff on site, only two are actually employed by Deakin University.

As well as participating in the mock disaster, the aid organisations contribute in other ways, including course design, guest lecturing, and mentoring.

Stephen McDonald and Phil Connors are already working on a global expansion of the program. Seventy-five per cent of the current course intake is comprised of international students, and the Centre aims to provide scholarships with an emphasis on developing nations. ‘There’s a graded process,’ explains Phil Connors. ‘There are those from large organisations in OECD countries, who receive fewer subsidies and then those from local organisations who receive greater support.’

‘We are also looking at the establishment of a scholarship fund, not just for the leadership program, but also to support students in masters programs, research and so on,’ adds Stephen McDonald. As a University that is dedicated to social impact, raising funds for scholarships and research in humanitarian leadership is a key priority for Deakin.

Yet the aspirations of the Directors of the Centre for Humanitarian Leadership extend well beyond the Australian region.

‘There’s about a quarter of a million people globally involved in full time humanitarian work,’ explains Stephen McDonald. ‘Then, if you think about those in leadership roles, there are at the least 20,000 people we need to reach. We obviously can’t reach that volume through direct delivery ourselves, so what we need to do is work with the right kind of partners around the world who can support the delivery in other places.’

Currently, the Directors are in discussions with the University of Indonesia and the University of Nairobi who are keen to have the course taught at their institutions.

‘We are in discussions about whether that’ll be a partnership or whether the curriculum is replicated,’ says Phil Connors.

‘We’re also in discussions with Action Contre le Faim in Paris and there might be a Francophone version between Paris and Dakar, Senegal, which will pick up the whole west and central Africa regions.’

Although when or where the next humanitarian crisis will occur is unknown, one thing is true: the creation of the Centre for Humanitarian Leadership may be our very best line of defence.

Never stop discovering,
never stop learning.

www.humanitarianleaders.org

Photo: Jan Grarup/Noor for Save the Children

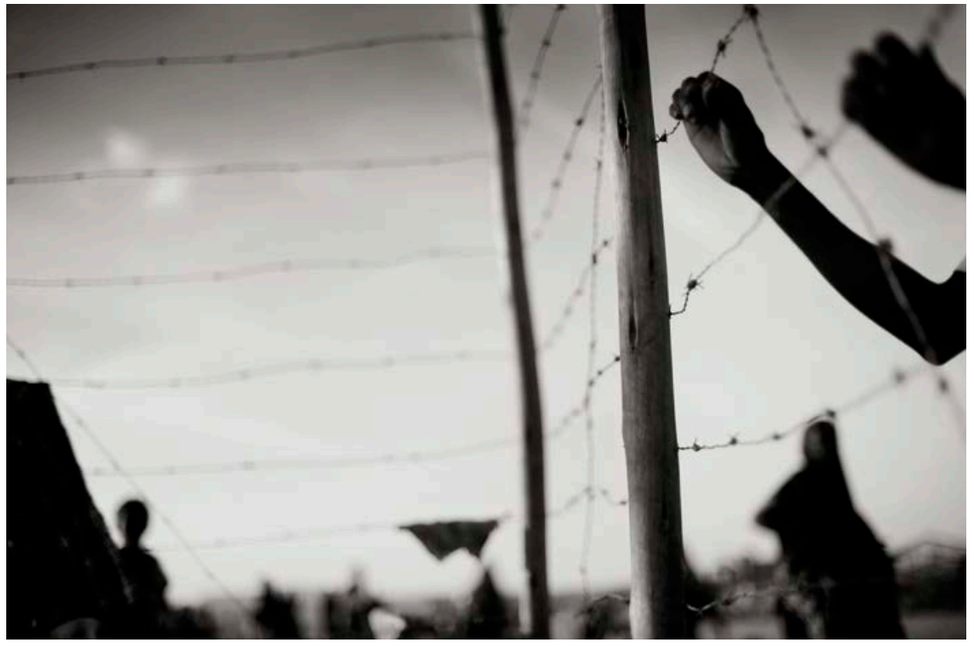


Photo: Jan Grarup/Noor for Save the Children.

Photo: Jensen Walker/Getty Images for Save the Children

Photo: Jan Grarup/Noor for Save the Children.

DEAKIN CELEBRATES THOSE LEADING BY EXAMPLE
2015 Alumni Award Winners

LIFETIME ACHIEVEMENT AWARD

Lieutenant General (Retired)
David Lindsay Morrison AO
Master of Arts (Strategic Studies) 2003

ALUMNI OF THE YEAR AWARD

Mr Peter Donald Niblett
(CA, FCPA, CISA, CISM)
Executive Director – Ernst & Young
Bachelor of Commerce 1986

YOUNG ALUMNI OF THE YEAR AWARD

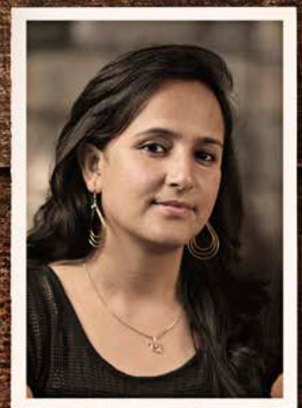
Mr Andrew James Conway
CEO – Institute of Public Accountants
Bachelor of Teaching (Secondary) and Bachelor of Commerce 2002

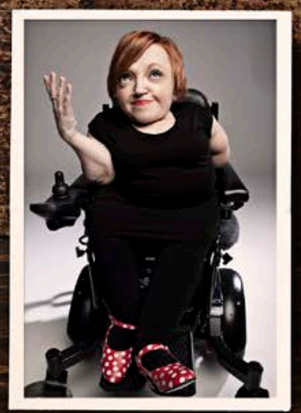
ALUMNI COMMUNITY SERVICE AWARD

Ms Eva Rahmi Kasim
Deputy Director – Social Rehabilitation for Persons with Physical Disability and Chronic Diseases – Ministry Social Affairs Republic of Indonesia
Master of Disability Studies 2000
Graduate Diploma of Disability Studies 1999

YOUNG ALUMNI OF THE YEAR AWARD

Ms Sophiya Uprety
Nutrition Officer – Emergency UNICEF Nepal
Master of Public Health 2009
Bachelor of Applied Science (Food Science and Nutrition) 2003





POSTHUMOUS ALUMNI COMMUNITY SERVICE AWARD

Ms Stella Young
Bachelor of Arts
(Public Relations and Journalism) 2003

2015 ALUMNI AWARD WINNER SUMMARY

LIFETIME ACHIEVEMENT AWARD

Lieutenant General (Retired) David Lindsay Morrison AO

Master of Arts (Strategic Studies) 2003

Lieutenant General (Retired) David Morrison AO has served the Australian community with great distinction for nearly four decades. In his role, he came to public prominence when he took a stand against discrimination and demanded the values of an inclusive force. He told anyone not willing to work with women and accept them as equals: 'There is no place for you amongst this band of brothers and sisters.' His efforts have resulted in the most significant change to the Army's culture in its history.

In additional to Medals of Honour from the United States, Singapore and France, Morrison was also appointed an Officer of the Order of Australia in the Australia Day Honours List of 2010 for distinguished service to the Australian Army in the fields of training and education, military strategic commitments and force structure and capability; in particular, as Commander Australian Defence College, Head Military Strategic Commitments and Deputy Chief of Army.

ALUMNI OF THE YEAR AWARD

Mr Peter Donald Niblett (CA, FCPA, CISA, CISM)

Executive Director – Ernst & Young (EY)
Bachelor Of Commerce 1986

Peter has made an outstanding contribution to business, the community, the profession, and education, and the impacts of his activities and achievements are far-reaching.

Peter's services to the Deakin Community span over 30 years, as a graduate in 1986 and later as a guest lecturer and tutor for the Faculty of Business and Law. He worked for Deakin Australia in the MBA program for 12 years. In 2009, he joined Deakin Council and he is currently the Deputy Chair of ARC and a member of FBAC. He was also a director of DeakinPrime and Callista. Peter's contributions to Council have been significant and of great value to the University community over many years.

Peter was the first in his family to get a degree and now his two children and daughter-in-law have all proudly received qualifications from Deakin.

He is a mentor to many academics and staff and continues to assist and mentor Christina Simon, Change 100 Lives Campaign Ambassador. In addition to his many charity roles, he is also working with Deakin researchers, Dr Alan Pearce and Alfred Deakin Professor, Svetha Venkatesh. He is on the Board of the National Theatre and is the Patron of Encompass Community Services Inc. a Geelong-based, non-profit organisation committed to engage, encourage and empower people with a disability or those who may be disadvantaged.

YOUNG ALUMNI OF THE YEAR AWARD

Mr Andrew James Conway

CEO – Institute of Public Accountants
Bachelor Of Teaching (Secondary) and Bachelor Of Commerce 2002

A former Australian Government Treasury Ministry Senior Adviser and Chief of Staff, Andrew holds the record of being the youngest CEO of a public entity, when in 2009 at the age of 28 he was appointed CEO of the Institute of Public Accountants.

Andrew is Chair of the IPA Deakin University SME Research Partnership and has lead the development of the first Australian Small Business White Paper regarded as a landmark policy document for small business which Andrew was very proud to co-author. Andrew has also represented Australia at a range of International events including APEC, G20 and the World Trade Organisation.

Andrew was awarded the 2011 Young Professional of the Year award, appointed an adjunct Professor of Accounting at Shanghai University of Finance and Economics, and was appointed by the Victorian Governor as a Director of Eastern Health. In 2001 he was awarded the Centenary of Federation Medal through the Order of Australia.

In November 2014, Andrew was announced as one of the AFR Boss Magazine's Young Executives of the Year. Still only 35, Andrew is actively involved with his young family and has just managed the merger with the UK's Institute of Financial Accountants to form the world's biggest SME focused accounting body.

POSTHUMOUS ALUMNI COMMUNITY SERVICE AWARD

Ms Stella Young

Bachelor of Arts (Public Relations and Journalism) 2003

Stella Young was a celebrated and unforgettable activist.

Her passionate TEDx presentation and her countless media appearances were fuelled with raw honesty and a view towards challenging lazy and conventional thinking. Her Mum Lynne remains proud that Stella has more views on TED than the rock sensation Sting. Not bad for a crip from Stawell.

In Australia she was much loved as the editor of the ABC's Ramp Up portal, for her provocative and sometimes hysterically funny writing in major newspapers and websites and for her appearances on ABC television programs including Q&A and on ABC Radio.

Stella was a leading voice of the disability community. She denounced the notion that 'the only disability in life is a bad attitude' because 'no amount of smiling at a flight of stairs has ever made it turn into a ramp.' She was a passionate advocate for the social model of disability, which says that people are disabled more by the society they live in than their bodies or their diagnoses.

Stella educated, challenged and entertained thousands of people around the world.

ALUMNI COMMUNITY SERVICE AWARD

Ms Eva Rahmi Kasim

Deputy Director – Social Rehabilitation for Persons with Physical Disability and Chronic Diseases, Ministry Social Affairs – Republic of Indonesia
Master of Disability Studies 2000
Graduate Diploma of Disability Studies 1999

Eva Kasim graduated with a Masters in Disability Studies from the Faculty of Health and Behavioural Sciences, Deakin University in 2000.

During her studies at Deakin, Eva was the recipient of an Australian Development Award. Physically disabled since she was a teenager, Eva requires a wheelchair for her mobility over longer distances and can walk with crutches for shorter distances.

Since fighting for her rights as an undergraduate student at the University of Indonesia in the 1980s, Eva has shown her passion and leadership in the field of disability activism in her country, Indonesia, and also in the region more widely.

She has important roles in many disability organisations both in Indonesia and in the Asia-Pacific region. In her official role with the government, Eva has succeeded in championing disability issues into mainstream national development programs like the National Plan of Actions on Human Rights 2015–19.

YOUNG ALUMNI OF THE YEAR AWARD

Ms Sophiya Uprety

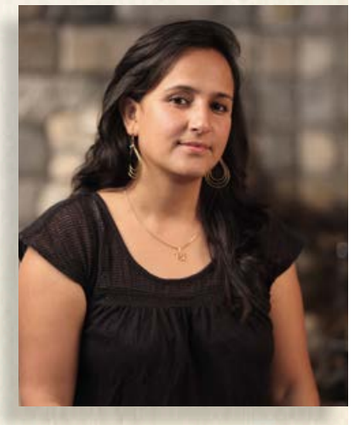
Nutrition Officer – Emergency, UNICEF Nepal
Master of Public Health 2009
Bachelor of Applied Science (Food Science and Nutrition) 2003

Sophiya is an inspiration and she has built an outstanding career in public health nutrition and humanitarian aid.

Sophiya obtained her Deakin University qualifications funded by Australian Government Scholarships. After completing each degree, she returned to her home country to work for the United Nations (UN) agencies including UNICEF, UNHCR and UNWFP in the vital area of public health nutrition. Her contributions to improve the nutrition situation in her home country include policy support as well as programme interventions.

There are very few qualified nutritionists available in Nepal and after the devastating earthquake in April 2015, her skills were more important than ever as she is also part of the recovery mission.

Through a decade of work experience, Sophiya has established herself as a recognised nutritionist at a national level and has been quoted in international media regarding undernutrition in the country. She was awarded Australian Alumni Excellence Award in 2012 by the Australian government.



INDIA'S RISING STARS

Photo: Tara.Ed.

'What we're targeting is simply to develop quality teachers,' Tara.Ed.

Living and working in the slums of India, Jennifer Star, not yet 21 years old, had grown accustomed to extreme poverty. On her second night in the country, the volunteer teacher was awoken by a river of raw sewage running through her bedroom caused by the sewerage channel overflowing. She lived in a community defined by the sewage stream and major highway that ran through it, and she taught at a school that ran three shifts a day to accommodate the sheer number of children, who in all likelihood, would leave too soon and go on to follow their parents into begging or menial labour.

But one day, crossing a bridge that spanned the sewer and highway, Star's life changed forever.

'There was this little girl,' she remembers. 'She had her pants rolled up to her knees, a canvas sack on her back, and she was carrying a stick that had a prong on the end of it. She was wading through the raw sewage, picking up recyclables to sell. And she earned about 80 cents a day.

'In India you can become desensitised because everywhere you go there are children asking for money or needing help, so I almost didn't take notice of the girl. But then I stopped because I realised her name was Arthie and she was eight years old and she was in my class.

'It suddenly dawned on me that if she didn't go to school all she would ever be able to do is pick up rubbish for a living. But if she went to school she could learn the skills to get her a better job and give her family a better life. That's when I realised how powerful the teacher is. As her teacher I held her future in my hand. From then on it wasn't whether I would do something, it was what was I going to do?'

Deakin University PhD student Star is the founder of Tara.Ed, a not-for-profit organisation that aims to improve education for India's poorest people, by improving the quality of the teaching they receive.

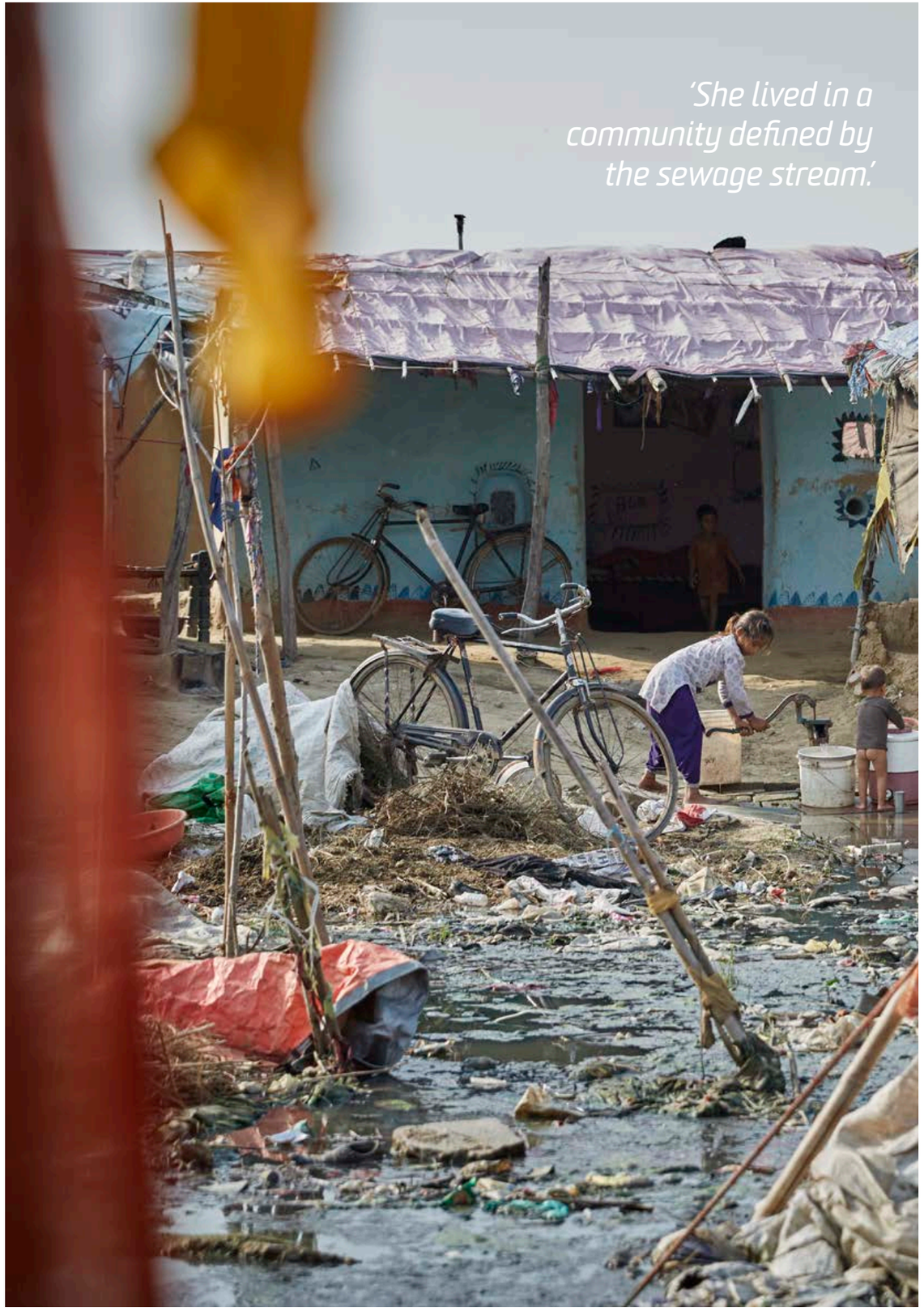
Tara.Ed works with teachers in rural and remote areas of India and provides them with training, support, resources and infrastructure development. At the end of the six-year program, the school is able to act as a model for other schools in the region and train its own new teachers.

Currently Tara.Ed is working with 23 schools and 8,000 children. 'By the year 2020, we want to impact the lives of 20,000 children and help lift them out of poverty through quality education,' says Star.

'The program is really aimed at changing mindsets and perceptions,' says Star. 'In terms of access, India has a great education system. It reaches out to 1.2 billion people and UNICEF statistics indicate they have 98 per cent primary school enrolment.' Where it falls down, she says, is in quality, especially in rural areas where there is a shortage of teaching staff, and teaching is often performed by local women, with little or no training.

According to Star, the traditional NGO model in India is seriously flawed. 'The focus tends to be on quantity rather than quality,' she says. 'NGOs say, we worked with this many children and we have built this many schools – but there's no concept of sustainability.

'We're like a mop-up operation. We work with government schools, schools started by other NGOs, and private or community driven schools. We take what they already have and we work with the community to build quality in education.'



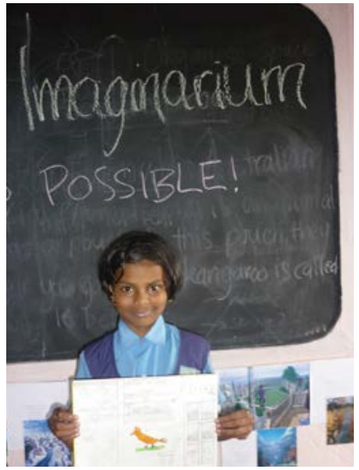


Photo: Tara.Ed.

'What we're targeting is simply to develop quality teachers,' says Star. 'The teacher is the person who has the single greatest impact on student achievement. A student can increase their achievement rate by 30 per cent just by having a quality teacher.'

So, what makes a good teacher? 'An effective teacher is one who collaborates with other teachers; who makes the curriculum relevant; is a teacher who teaches skills rather than content – life skills that can be applied everywhere, like problem solving, mediation, critical thinking, thinking outside the box, the kind of skills we really take for granted in Australia.'

Star believes that in India, education really has the ability to lift a family out of hopelessness, no matter how many generations of poverty it has experienced.

She knows because she has seen it.

'His name is Rishi* and I met him when he was in year eight,' says Star. 'His parents were looking to take him out of school because school fees were too high and they needed him to work on the land. They owned a small paddy field.

'One day he invited us back to his village. He took us on a tour and we visited 16 houses. We had 16 cups of tea and at every house I said to Rishi, "Is this your house?" And he would avoid the question. It wasn't until later when we came back to school we found out his house was the second one we visited. It didn't have any electricity; it was a mudbrick house with a single room and a dirt floor. He was too embarrassed to tell us that this was where he lived.

'Rishi recently graduated university with an engineering degree. He is the first person in his village with a degree. This little boy who was at risk of dropping out, who was doing his homework on the floor of a house with no electricity, is now an engineer doing very well for his family.

'That's just one story.'

Particularly in danger of missing out on an education, says Star, are girls.

'We have set up a girls' scholarship program that specifically targets girls between the ages of 11 and 16, which tends to be the key dropout age. The girls are going through puberty, there are concerns about health and sanitation at school, parents are worried for their safety, or they simply don't want to pay school fees for a girl who's going to end up getting married. So we pay their school fees and give them a place in a girls' hostel which is close to the school so they can get access to education.'

The Tara.Ed program sees Star spend five months of the year living with rural communities, establishing the training program, and the other seven at her base in Delhi attending to the administration behind the organisation. And while the program is in its seventh year, its founder is still in her 20s.

Star first visited India at 17 as a World Vision Youth Ambassador, and then a few years later, after completing a degree in archaeology, returned as a volunteer teacher. It was during that time that she met Arthie. As a result, she returned to Australia and set up Tara.Ed.

'I was running it part-time and still at uni,' she says. 'After a year and a half, I finally managed to get a board together. At that time I had the director of an international IT firm, the vice president of a multi-national corporation, and a number of experienced executives on my board. 'I was 21. Now looking back I realise how naïve I was, but luckily back then I was just gung-ho with enthusiasm wanted to save the world.'

Right now though, she's happy to set her sights on lifting those 20,000 Indian children and their families out of poverty within five years. 'Yes, I'm optimistic,' says Star. 'But when it comes to children, how can you not be?'

*Name has been changed.

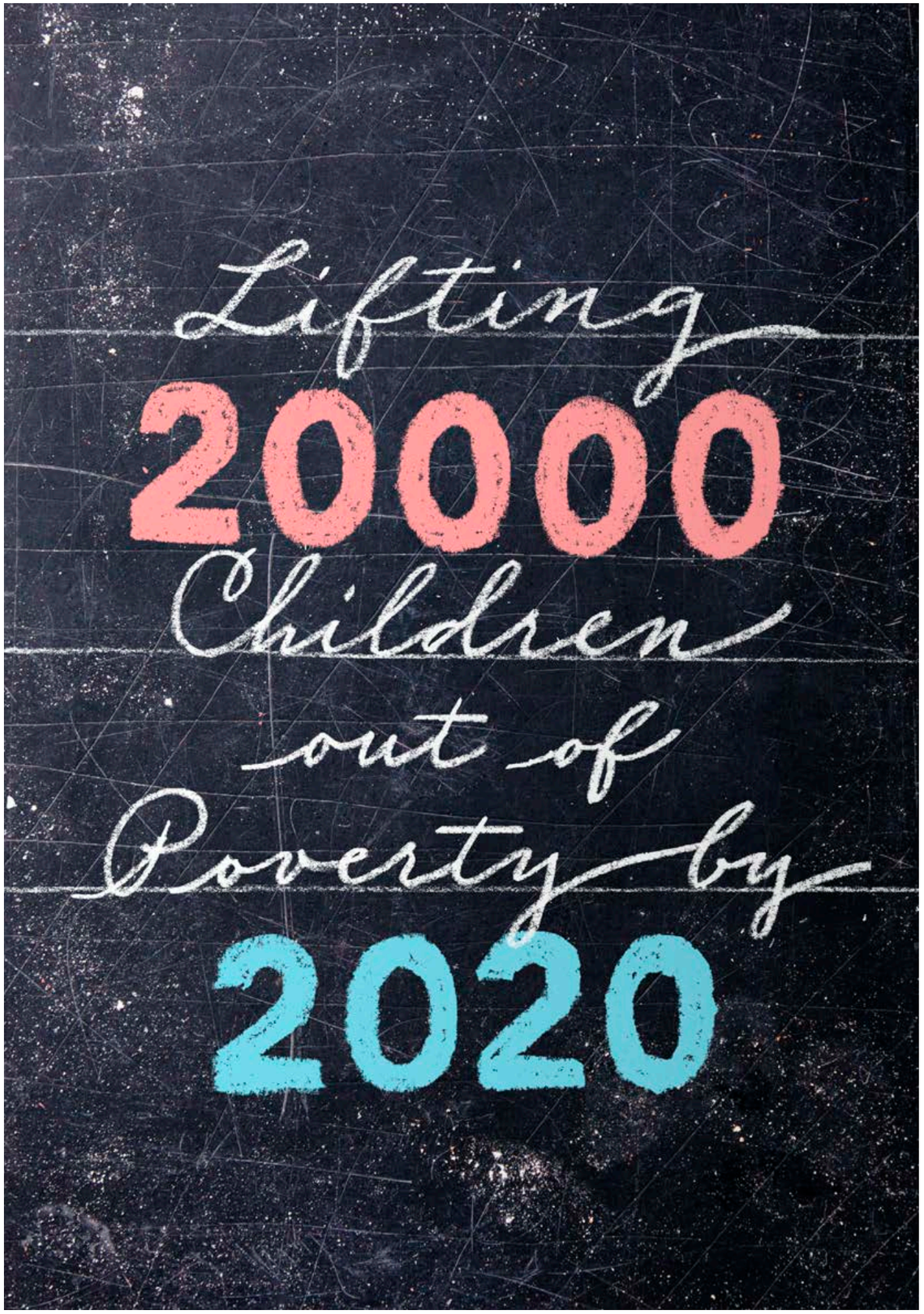
Never stop discovering,
never stop learning.

www.taraed.org

Photo: Tara.Ed.

Photo: Tara.Ed.

Jennifer Star and student. Photo: Tara.Ed.


Lifting
20000
Children
out of
Poverty by
2020

THE FAILED PURSUIT — OF —

HAPPINESS

Tucked away in a tiny office, in a large research centre, in the massive Melbourne Royal Children's Hospital, is an academic dedicated to understanding emotional wellbeing. He's not a self-help guru or a chemist working for big pharmaceuticals, and neither is he a religious zealot. His work draws on major studies into social and emotional development over the last 30 years. His findings fly in the face of everything we have been told about how to lead our very best life. The key to leading a full and meaningful life, says Professor Craig Olsson, is to forget about the pursuit of happiness.

Last year, Prof. Olsson was appointed Director of Deakin's Centre for Social and Early Emotional Development (SEED), a group of 60–plus researchers involved in projects covering topics including mental health and wellbeing issues, ranging from child development, mental illness and disability, to rehabilitation and criminal justice areas.

One of the key projects of the Centre is the development of a groundbreaking 'atlas', that draws on a multitude of studies and research projects to map out the key milestones in social and emotional development and requirements for people to live full and meaningful lives.

And not only are the results a departure from the traditional wisdom, the way the atlas is being developed is simply transformative, with some of the country's most prestigious schools working with the Centre to turn their curriculum into one focused on supporting the atlas' key recommendations.

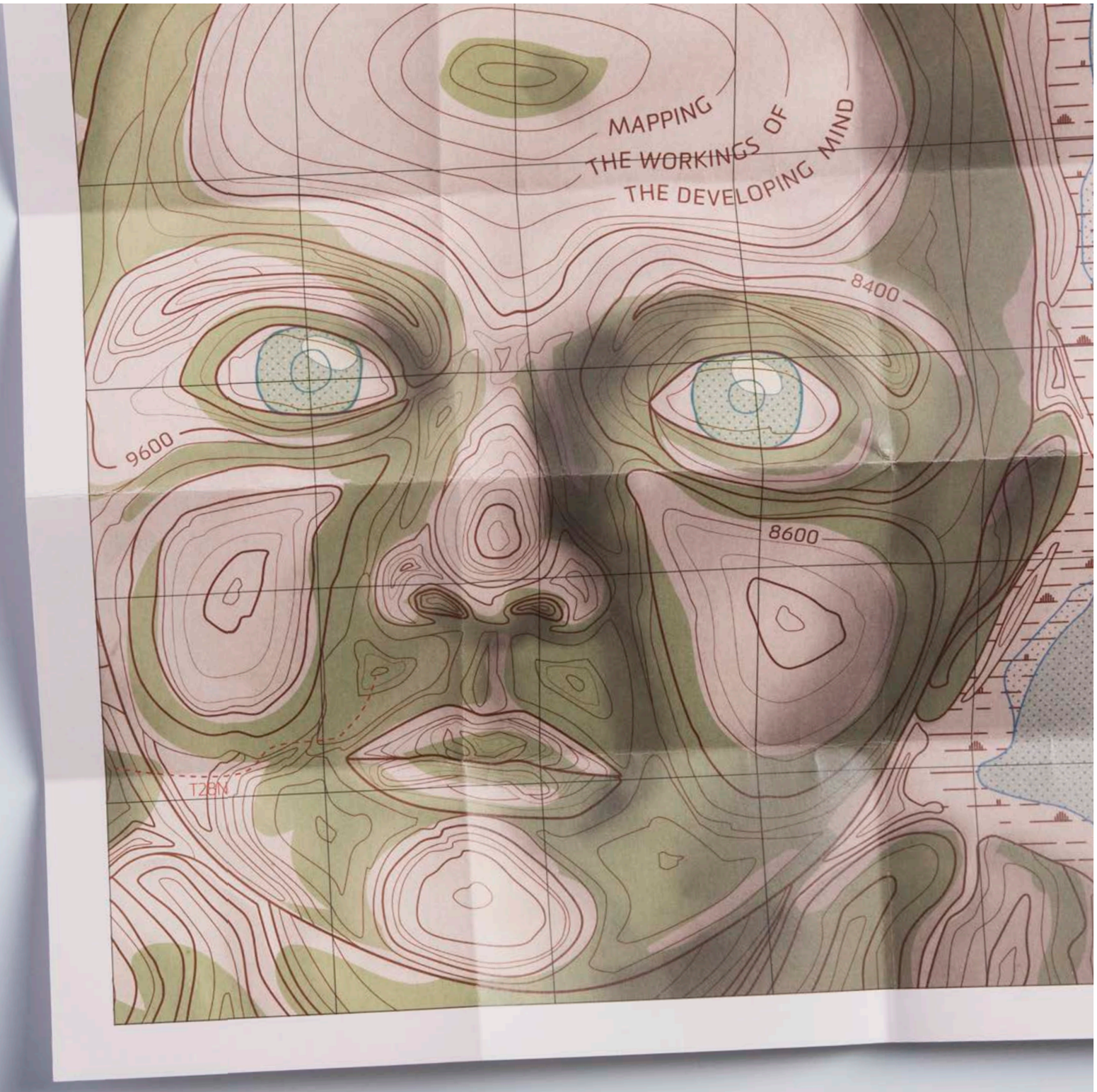
'Once, the early explorers went out and charted a map of the world by drawing outlines of the countries,' explains Prof. Olsson. 'Then da Vinci said, well if they can draw a map of the world, what about a map of the human body? So he started going down into graves and digging up bodies, and drawing them because this was his atlas. Well, we're saying there is another atlas to be written, not of the human body, but of the development of the human emotional and social response.'

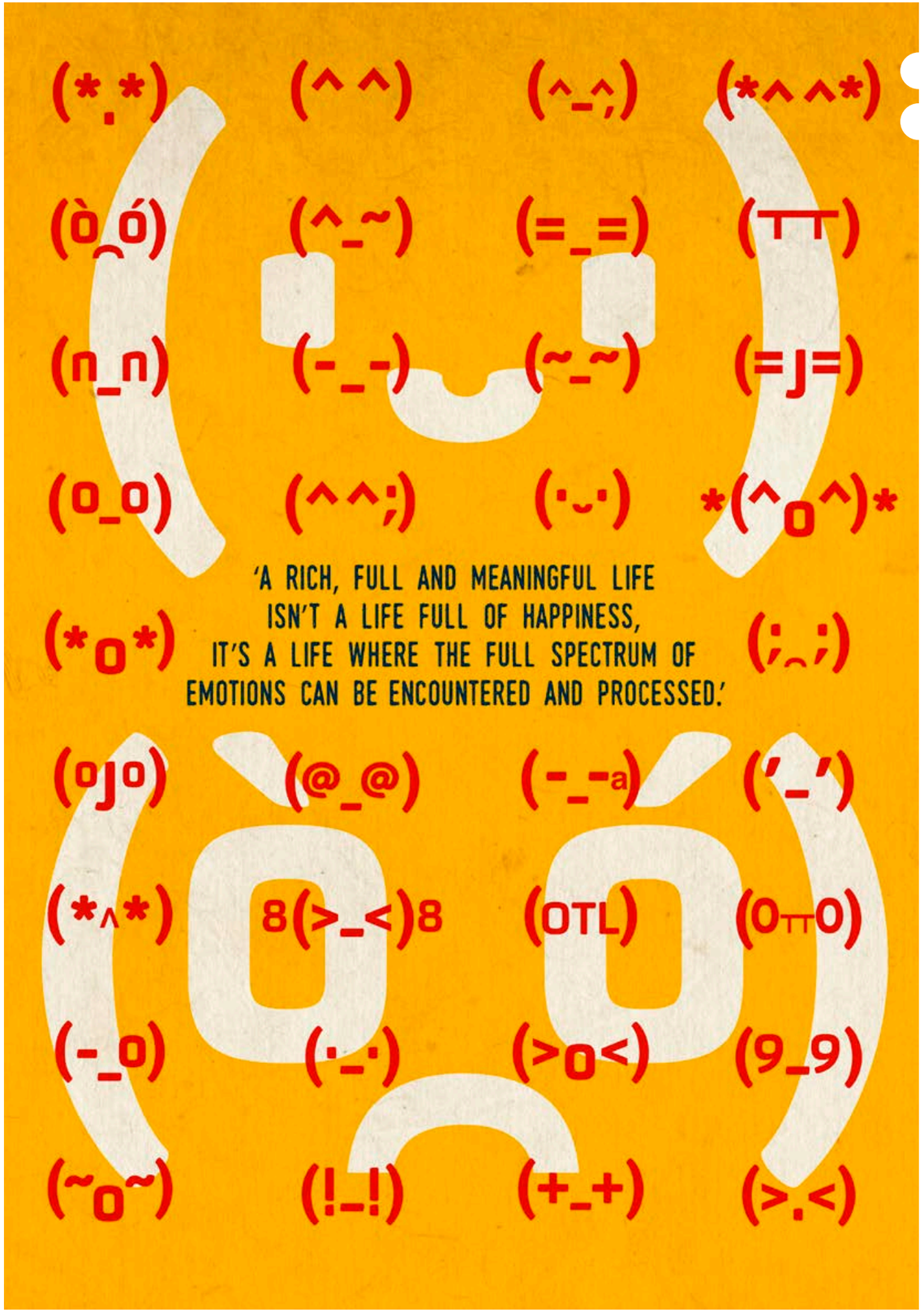
To build the atlas, a systematic review hub gathers evidence from a multitude of studies into every stage of development conducted in Australia and around the world over the last 30 years and beyond.

The work of the project is also very much informed by original research conducted in some of Australia's most mature studies of child development. Key among these is the Australian Temperament Project, of which Prof. Olsson is Scientific Director.

The Australian Temperament Project (ATP) is one of Australia's longest-running longitudinal studies of child development. Beginning in 1983, it has followed around 2,000 people, from four months of age through to adulthood and parenthood.

'Long-term studies such as these are key to informing successful interventions,' says Prof. Olsson. 'Unless you understand the foundations of emotional life, you can't describe healthy development or know what's going on when something goes awry, or know when and how you should intervene.'





According to Prof. Olsson, addressing the factors that influence emotional regulation in early development, even before the age of one year, could have a profound impact on the number of mental health issues presenting in adults.

'One of the things that our work is confirming here is the importance of secure based attachments between the infant and the mother and the infant and the father,' he explains. 'It's all to do with the way the infant uses the mother or father to regulate their sense of security, their sense of being safe in the world.'

The quality of attachment has wide-ranging implications, not just in the social and emotional development of the individual, but how they go on to parent their own children.

'Currently, we are looking at around 40 per cent of the population at the age of one having some form of attachment-based insecurity, which is a large percentage.'

Research into exactly why this figure is so high forms a central part of the atlas' aim, which is to guide people in how to promote a secure start to emotional life and also defend against threats to it.

'Our Centre addresses three core questions: what matters in development, if there's a departure from those healthy structures how do we help bring the child back on track, and what's translatable.'

'These are the three organising questions,' he explains. 'We think there's a lot of literature and evidence to support that attachment is something that matters. OK, so then we ask, what works? Well, globally there are a couple of interventions, one for example called Circle of Security.

'Then you come to that question, what's translatable? Well, Circle of Security is a time intensive specialist intervention, and therefore, expensive.' So, the team investigates and develops ways to make a treatment more accessible and affordable, by delivering it, for example, through maternal health centres or schools.

'We're conducting research across all three of those questions.'

One of the potentially controversial findings of the researchers is that the best track to a full and meaningful life is to give up this quest for happiness.

'The new cognitive paradigms now are very much trying to teach people that we are complex organisms with many ranging emotions in the course of one day, and that we should be learning how to relate, rather than to control them,' explains Prof. Olsson.

'Somewhere along the way, as a culture, we got deluded. Even from the Industrial Revolution there was an increasing cultural belief in our ability to control things. And we rose on the hope of being able to control everything, even old age and death.

'A full and meaningful life isn't a life full of happiness,' he continues. 'It's a life where the full spectrum of emotions can be encountered and processed in order to grow the individual. If we want the best for our children we need to teach them how to feel. We need to teach them how to be scared; how to be angry; how to be sad; and how to be happy.' Rather than seeing negative emotions as things to get rid of, it is important that we shift gears and focus on accepting the many and varied emotions and feelings we experience daily.

According to Prof. Olsson, growing a human who feels safe and secure experiencing all emotions – good or bad – starts within the first year of life.

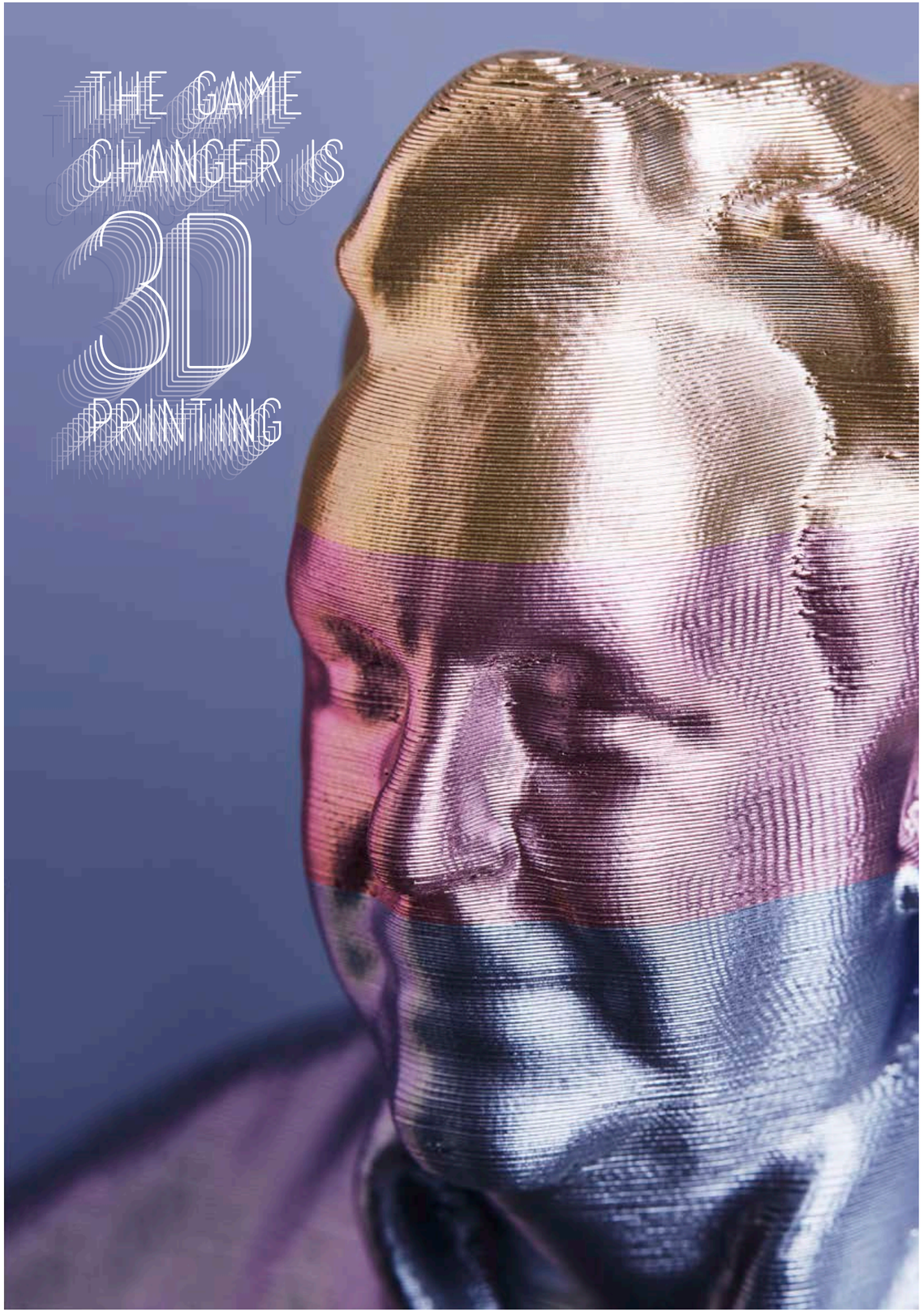
In a healthy attachment scenario, he says, a baby cries and the mother or father embraces the child and soothes it through the arc of heightened response, until they calm down again. The child learns many times during the space of a day that this is the normal dynamic of an emotion. 'But the carer who can't cope with negative emotion very well and who wants the child not to cry, could very easily stop the child midway through the cycle. The child starts to believe that there is an infinite expansion of this emotion, and learns to be afraid of it, or to avoid it.'

While information for new parents could be disseminated through maternal and baby health centres, Prof. Olsson believes that it is in schools that the atlas of emotional development will make the most difference in the social and emotional growth of the next generation.

'Ideally, the atlas would inform a curriculum that combined psychology and education – a curriculum that is really informed by science and had expectations of social and emotional development across the early life course from prep to Year 12.'

The Centre is already in discussions with some of Australia's biggest private schools, but he says that interest from schools in the atlas is widespread and growing.

'What will change the game is how we build the wave with education and psychology over the next 10 years,' says Prof. Olsson. 'If we have powerful schools and educational lobbyists who see the value in the curriculum like this, education will be totally transformed.'




Prof. Peter Hodgson

'Traditionally, when the Indians or Chinese thought technology, they thought US, maybe UK and Germany – and they thought of Australia as a sporting nation'.

'There is currently a lot of interest in 3D printing,' explains Prof. Peter Hodgson, Pro Vice-Chancellor (Strategic Partnerships). 'The thing is though, currently there is limited structural performance – they are just replicating the look and feel.

'What we are doing now is working with 3D printing of metals – like titanium, nickel and other alloys – with real functional properties.'

It's the creation of objects with genuine properties, he says, that is the game changer.

'What you used to do is make a big mould of something, roll it, form it or machine a shape out of it – it's a very long complicated large volume process,' says Prof. Hodgson. 'What we are doing now is, say we want to dial up a certain shape, and basically a robot with lasers and different techniques prints the metal shape and it can be used.'

This technology, he says, will revolutionise manufacturing, particularly in relation to creating new alloys, and help establish Australia as a world-leader in the field.

Within this broad field of 3D metal printing there are two aspects focused on at Deakin. The first tries to develop optimum shapes for performance because, with this technique, the range of shapes is only limited by your imagination.

'You will be able to say, I want this space to have this performance, and then the computer will solve it. This is re-energising manufacturing. It's bringing together really high-level engineering skills, design skills, into a system that could really do something unique.'

The second is rapid alloy development.

'What we are working on at Deakin and what we will have in the future is this: you'll have maybe four hoppers with different elements and you feed them into a stream with a laser or other techniques and make an alloy as a small sample. But then you can go the other step and change it and make another alloy and then another alloy. So in one day you can make maybe 20 or 30 alloys. Then you can look at things like their strength and their corrosion resistance.'

This Deakin-led technology will rapidly reduce the lead-time from idea to market.

'In a matter of weeks or months you can actually say this type of titanium alloy has the best strength and can be made by adding this, this and this. That would normally take years and years and a team of PhD students.'

By taking this and other ground breaking research to the rest of the world, particularly China and India where manufacturing is huge, Deakin is strategically positioned to provide the firepower that Prof. Hodgson believes is Australia's strength.

'What we are seeing is our research being used in India and China, where these industries are growing. In steel making, for example, when I started going to India the steel making capacity was less than 10 million tonnes, it's now about 70 million and will grow to about 200 million.' China's steel-making capacity is more than the rest of the world combined.

While Prof. Hodgson and his team are selling their research to India and China, what they are also doing is rebranding and selling Australia.

'Traditionally, when the Indians or Chinese thought technology, they thought US, maybe UK and Germany – and they thought of Australia as a sporting nation,' he says. 'The work we are doing is changing the perceptions. In the last five years I have seen a real change of awareness, and more Indian companies are coming to Australia, asking what technologies do you have to offer?'

Never stop discovering, never stop learning.

www.deakin.edu.au/research/ifm/metals/index.php

Get involved

Your connection with Deakin University does not end when you graduate. Our Alumni Community program is designed to offer you meaningful life-long engagement; no matter where you are across the globe or stage of your life.

As an alumnus, you have access to a range of exclusive benefits and services. From networking, career development and mentoring opportunities that are designed around your disciplines and interests to online resources and publications. Annually our alumni engagement program delivers around 100 events domestically and internationally spanning a range of topics. Our award winning alumni magazine *dKin* is produced with the view of providing you with insight into the diversity and depth of influence Deakin is having on world matters.

We invite you to learn more about our program by visiting deakin.edu.au/alumni

Our alumni program is developed for you. For it to be successful we need your involvement. We want to learn and share your experiences of Deakin. Collectively you have taken many and varied paths, and we want to reflect and celebrate that diversity and depth in our stories. It is through the sharing of your personal insight and journeys that others are inspired. Please add your story to Deakin's tapestry.

Let's continue our conversation together and build a vibrant national and international alumni community. Give us your feedback, keep in touch and remember, the University values your engagement. Update your contact details and alumni account at: engage.deakin.edu.au or visit deakin.edu.au/alumni

Networks

With more than 200,000 alumni across the world in over 110 countries, Deakin's alumni network is vibrant and diverse. Our networks have been formed on the basis of graduates' shared interests, field of study (faculty/school) and geographical location. We are a 'worldly' community and our graduates reflect the University's international focus. Our graduates keep in touch from all over the world and continue to enrich the academic and social life of Deakin.

Alumni networks and formal Chapters provide you with the opportunity to connect through networking and social events and reunions as well as tailoring your own professional development. We encourage our alumni members to participate in the various activities offered by our networks and to join in and contribute to their management and development. New networks are being established all the time so there is one to suit you! Be part of this active on-going global conversation.

Alumni Postgraduate Course Fees Bursary - Enrol Today!

In support of our commitment to providing lifelong learning opportunities for our alumni globally, they, their children and spouses can now receive a 10% bursary from the cost per unit of postgraduate studies. This offer is only available on new award course enrolments during the 2015 and 2016 academic years and covers the duration of the chosen course. Conditions apply.

Visit the Deakin alumni website at deakin.edu.au/alumni for more details and application forms.

Deakin Alumni Community Awards

Our distinguished Alumni Community Awards are held annually to recognise, acknowledge and celebrate our prominent alumni from around the world who have achieved outstanding success within their career or community by demonstrating leadership and achievement.

The awards are presented at a gala event in Melbourne around October every year.

Library Membership

No matter where you are, you can access a number of library and information resources through the Deakin University Library or online at discounted rates.

Alumni members can sign up today at deakin.edu.au/library/join. If you are a first time alumni library member, please take advantage of the first 12-months' free membership offer now available.

Giving to Deakin

Giving is a very personal act. It is why in most cases those that give, feel they have gained just as much from the experience as those directly impacted by their gift.

Deakin continues to receive generous support from friends and alumni worldwide. This has helped the University to augment funding provided by the federal government and maintain the quality of its educational programs and learning environments as well as deliver research that impacts on the communities we serve. In the future, the University will be increasingly reliant on support to continue to fund new programs and initiatives, scholarships and facilities.

Through leadership in giving we inspire others – it's not how much you give, it is that you give and believe you can make a difference in the world. There are a number of ways you can support Deakin, they include:

- Student scholarships – Deakin is committed to offering educational experiences that widen participation and support students from diverse backgrounds. Help students access, participate and achieve through higher education by giving to the Change 100 Lives scholarship fund.
- Grants and donations – your donation may be in the form of a monetary grant or a gift of a significant item, for example the giving of a historic book collection for the library, an artwork for the collection or materials for use in education and research programs. You can also direct your gift to a particular program, initiative, faculty or centre.
- Major gifts – the gift of learning and pioneering research is changing lives now and into the future as well as making a difference to communities here and around the world. A dedicated team works closely with individuals, Trusts and Foundations and the corporate sector to match areas of personal giving interest with Deakin funding priorities. This team is highly motivated to ensure your gift has a lasting impact.
- Planned giving – an estate gift is much more than a financial decision. It's a personal statement about who you are and what you care about. You can give to Deakin through bequests, wills and trust distributions leaving a lasting legacy to assist students and research transforming the lives of future generations.

For more information on Giving to Deakin, visit deakin.edu.au/giving or email giving@deakin.edu.au.

'Our alumni play an important role in defining the future for Deakin.'

Ron Fairchild
Vice-President (Advancement)

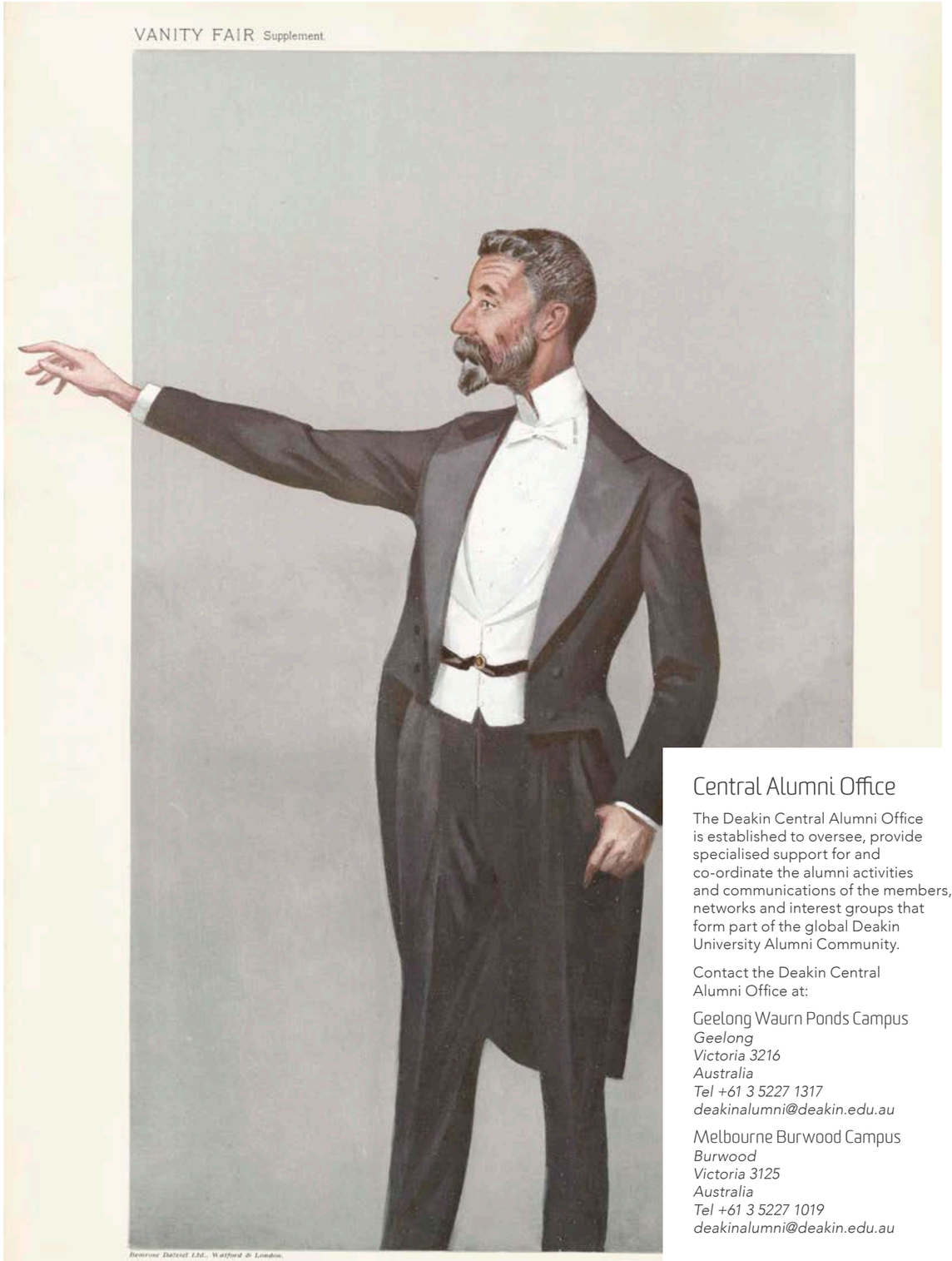


Image: Courtesy of Alfred Deakin Prime Ministerial Library.

Central Alumni Office

The Deakin Central Alumni Office is established to oversee, provide specialised support for and co-ordinate the alumni activities and communications of the members, networks and interest groups that form part of the global Deakin University Alumni Community.

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