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**Awarded to:** Flinders University, University of Adelaide, University of South Australia and partners  
**Project:** The Medical Device Partnering Programme

Participating Organisations:

|  |
|--|
| Flinders University  |
| University of Adelaide   |
| University of South Australia  |
| NovitaTech, Novita Children's Services   |
| Department of Further Education, Employment, Science & Technology, Government of South Australia           |
| Department of Trade & Economic Development, Government of South Australia                                  |
| Disability, Ageing and Carers Branch, Department for Families & Communities, Government of South Australia |
| Office for the Southern Suburbs, Department of Planning & Local Government, Government of South Australia  |
| Innovate SA  |

The Medical Device Partnering Program (MDPP) was established in South Australia to promote collaboration between academic researchers, end-users and commercial partners in the design and development of new medical device products, with the aim of streamlining this complex process.

The MDPP has brought together a network of stakeholders in the medical device development process, facilitated new, targeted partnerships between research organisations, end-users and companies, and provided practical assistance to take the ideas closer to the market. More than 50 companies have benefited from involvement in the program to date.

The aim of the MDPP is to provide a model for medical device collaboration that streamlines and accelerates the research and development process and engages stakeholders more widely.

The MDPP provides a new and innovative model for research and development collaboration between researchers, end-users and commercial partners in an industry which is characterised by small-to-medium enterprises (SMEs). The program has been developed to address well-recognised barriers to engagement between research organisations and industry: different motivations, needs, and cultures; no single entry point for engagement; and differing expectations regarding intellectual property (IP) ownership resulting in technology transfer challenges.

Outcomes: A successful model for partnership, as evidenced by:

- more than 50 industry-focussed projects progressing through the program
- increased linkages between research organisations and SMEs

- a non-competitive environment for research collaboration across the SA research institutions
- an active network of all relevant stakeholder groups providing support for industry growth.

Specific achievements include:

- 11 new prototype medical devices designed, developed and constructed
- 17 proof-of-concept / technical validation studies undertaken
- a further 16 companies provided with expert technical consultation & advice
- 22 companies provided with input and feedback from end-users or market advice
- 34 introductions / linkages made for product commercialisation.

The success of the model is underlined by the South Australian Government's commitment to invest a further \$2 million from 2010-2014 in support of the program.

## Best Higher Education & Training Collaboration

**Awarded to:** Australian Power Institute and Partners

**Project:** Future Proofing Australia's Professional Power Engineering Capability

Participating Organisations:

The Australian Power Institute representing its members from energy industry organisations : 35 in total across all sectors (generation, transmission, distribution, consulting/contracting, manufacturing) including organisations such as International Power GAZ, Macquarie Generation, Verve Energy, AGL, Eraring Energy, Delta Electricity, Stanwell Corporation, CS Energy, Ausgrid, Essential Energy, Endeavour Energy, TransGrid, Transend, SP-Ausnet, Aurora Energy, ElectraNet, ETSA Utilities, Western Power, Energex, Ergon Energy, Powerlink Qld, ABB, Wilson Transformers, Tyree Industries, Ampcontrol, Siemens, Australian Energy Market Operator, Aurecon, United Group Infrastructure

Australian Universities with a commitment to power engineering, including University of Queensland, QUT, UTS, Newcastle University, University of Sydney, University of New South Wales, University of Wollongong, RMIT University, Swinburne University of Technology, Victoria University, University of Adelaide, University of Tasmania, Curtin University of Technology, University of Western Australia, Murdoch University, Edith Cowan University, Central Queensland University, University of Southern Queensland, James Cook University

The API is a not for profit national organisation established by Australia's electricity power industry to boost the quality and numbers of power engineering graduates with the skills and motivation for a career in the power industry.

Additionally, the API runs ongoing and continuing education, training and skill enhancement programs for the Power Industry; these programs ensure a "technical and practical memory" for generations of the future.

The Australian power industry is facing a number of significant challenges, including climate change, delivering a record capital works program and providing a low cost and reliable electricity service that requires new skills and capabilities from well trained power engineers.

The API is promoting power engineering to young Australians and helping universities to provide world class education to position power engineering graduates to be “work ready” so they can help deliver the solutions for the future success of the power industry and Australia.

The Key Objectives of the API are:

- Young Australians attracted to power engineering as an exciting career choice
- World class undergraduate power engineering courses and academic capability
- Provide value adding post graduate development and applied research to industry
- API seen as a vibrant organisation, well respected by all key stakeholders.

The establishment of the API by the power industry to address the provision of power engineering professional capacity and capability has been characterised by:

- API growing rapidly to represent all sectors of the Australian power industry
- A wide range of programs to promote the power industry and to improve power engineering capabilities of Australian universities
- Signs of success – more students, higher quality and increased number of bursary students and applications for new graduate engineering positions
- API is setting the benchmark for industry to engage with and support universities.

The major initiative over the last four years has been to implement a National Power Engineering Bursary Program to attract young Australians to study power engineering.

Key features of the API National Power Engineering Bursary Program are:

- Available to first year engineering students committed to study electrical, mechanical/mechatronics engineering with an interest in power engineering
- Cash value of \$A8,000 over four years with paid vocational employment with member companies (potential total value of \$A20,000 over three summer vacations)
- Bursary holders and member companies have no binding commitments following graduation and bursary holders are encouraged to work for different members
- Annual bursary award ceremonies are conducted in each state attended by API bursary holders, their parents and API member representatives, with awards presented by State Energy Minister or industry Chief Executives
- Two networking events are held in each state each year to allow bursary holders to meet engineers in power industry and visit power engineering sites.

There were almost 200 bursary holders by the end of 2010; 21% being female. The API National Bursary Program has been successful by attracting growing numbers of students to careers in power engineering with the number of bursary applications increasing from 116 in the first year 2007 to 288 in 2009; 298 in 2010, and 305 in 2011.

**Honourable Mention:** Griffith University, Qld Dept of Transport & Main Roads, Qld Office of Clean Energy, Redland City Council, Kellogg Brown & Root, Hearts 1<sup>st</sup>, Thiess

**Project:** Griffith University Industrial Affiliates Programme



**Awarded to:** Crown Melbourne Ltd and Swinburne University of Technology

**Project:** Crown's Learning Pathways

Participating Organisations:

|  |
|--|
| Crown Melbourne Limited (Crown)                |
| Swinburne University of Technology (Swinburne) |

In 2008, Crown and Swinburne formed a collaboration to deliver customised leadership and management programs at Crown that would be aligned to Certificate IV and Diploma qualifications in the AQTF. The collaboration was formalised in March 2009 when Crown and Swinburne signed a Memorandum of Understanding. The primary objective was to satisfy not only the requirements of the specified qualifications, but also Crown's key business requirements, which were: to improve the effectiveness of teams; increase employee engagement; and ultimately improve customer service and satisfaction.

Prior to implementing Learning Pathways, Crown's training focus had predominately been on providing technical skills to frontline staff, such as housekeepers, dealers, food and beverage attendants, and chefs. There was a range of short training courses available to supervisors and managers, but they did not focus specifically on their leadership and management skills, nor were they specifically designed for Crown, and nor did they deliver a qualification.

To achieve our objectives, we needed to change our philosophy: from "training for a job" to "learning for a career". Learning Pathways is, in essence, the implementation of our new philosophy, and successful implementation of Levels 2 and 3 of Learning Pathways is a result of the combined efforts of Crown and Swinburne.

We are extremely pleased to say that, as a result of the collaboration, we have successfully developed and delivered:

- our Leadership Development Program (LDP), aligned to BSB40807 Certificate IV in Frontline Management, and designed specifically for Crown's current and future supervisors; and
- our Next Generation of Leaders (NGL), aligned to BSB51107 Diploma of Management, and designed specifically for Crown's current and future managers.

We began delivering LDP in 2008, and at the end of 2010, our first 33 employees successfully completed the program and attained their Certificate IV in Frontline Management. There are 292 employees currently completing the program, 122 of whom will graduate later this year. We will begin another 8 groups between now and June 30 next year, enrolling approximately 120 participants.

Delivery of NGL began early in 2011, and our first cohort of 12 managers are due to complete their Diploma in October 2011, while the other 21 participants in 2 other groups will complete their Diploma in the first half of next year. We will begin another 3 groups between now and June 30 next year, enrolling approximately another 30 participants.

## The outcomes

We successfully developed our Leadership Development Program that is:

- aligned to the Certificate IV in Frontline Management
- specifically designed for employees who are potential or actual supervisors.

We subsequently successfully developed our Next Generation of Leaders program that is:

- aligned to the Diploma of Management
- specifically designed for employees who are potential or actual managers.
- We promoted Learning Pathways across the business, so that our senior executives, our Business Operating Team, Business Unit Managers, Line Managers, and Training Managers and Co-ordinators would understand the program, Swinburne's involvement, and the objectives and implementation plan. This included developing collateral, holding briefing sessions, promoting the program on our intranet and other internal communication channels, talking to senior managers and others who would be affected by the program, and, when our first group of participants graduated from LDP, holding a graduation celebration and presentation ceremony.
- To date, all participants who have completed LDP have satisfied the requirements of the Certificate IV in Frontline Management, and have been awarded the qualification.
- Enrolments and graduation figures have been steadily increasing.
- Feedback from our Training Managers and Business Unit Managers has confirmed that we are addressing the needs of the business, and providing supervisors and managers with the skills, knowledge and attributes (such as increased self-awareness, and greater understanding of the bigger picture of Crown's strategies and business drivers) that translate into effective leadership.
- Participants have told us that their skills and confidence have increased, particularly when it comes to the more difficult aspects of leadership and management, such as providing informal and formal feedback, recruiting staff, and building teams, and that they understand more about Crown's business strategies and priorities, and how these relate to their daily work.
- Statistics that we have collected support this quantitative feedback, as the number of enrolments and the number of programs steadily increases.

| <b>Number of Participants</b>  | <b>LDP</b> | <b>NGL</b> |
|--------------------------------|------------|------------|
| Completed                      | 33         | NA         |
| Currently enrolled             | 292        | 34         |
| Will complete by end of 2011   | 122        | 12         |
| <b>Number of Groups</b>        | <b>LDP</b> | <b>NGL</b> |
| Completed (over two years)     | 25         | NA         |
| Current                        | 21         | 3          |
| Will begin before June 30 2012 | 8          | 3          |
| Total                          | 54         | 6          |

**Honourable Mention:** La Trobe University and Aboriginal Affairs Victoria  
**Project:** Certificate IV in Aboriginal Cultural Heritage Management

## Best Community Engagement

**Awarded to:** Griffith University, Education Qld, Qld Dept of Education & Training, Gold Coast City Council, Science Teachers Association of Qld

**Project:** The Griffith Science Education Alliance

Participating Organisations:

|   |
|---|
| Griffith University                                       |
| Education Queensland (Ed Qld)                             |
| The Queensland Department of Education and Training (DET) |
| Gold Coast City Council (GCCC)                            |
| Science Teachers Association of Queensland (STAQ)         |

**The Griffith Science Education Alliance (GSEA)** is a collaborative partnership between Griffith University, Education Queensland, the Department of Education and Training (DET), Gold Coast City Council (GCCC) and the Science Teacher's Association of Queensland (STAQ). It provides a coordinated, region-wide approach to science education in the South East Education Region of Queensland. Griffith plays an active role at all levels of science education by providing a range of teacher professional development programs, enhanced student learning opportunities and curriculum development initiatives. The GSEA employs Griffith University's science outreach program, *Science on the GO!*, to take resources, infrastructure and expertise from Griffith directly to Gold Coast classrooms to assist teachers and students in all aspects of science education. In short, *the GSEA provides local schools and the broader community with access to engaging science experiences and in-depth, ongoing, innovative approaches to science education which take advantage of the expertise, resources and infrastructure available at Griffith University. This provides experiences for teachers, students and others that are beyond their own financial and human resource capacities.*

**The major goals of the Griffith Science Education Alliance are:**

- 1) to raise general awareness and interest in science and science studies leading to increased enrolments at senior secondary and tertiary levels
- 2) to assist individual teachers and school cluster groups to develop common programs, with a prescribed quality, that could be used at a number (if not all) schools across the South East Region
- 3) to provide a coordinated region-wide approach to science education with visible Griffith involvement in the development and delivery of these programs, thus establishing a clear link (and pathway!) between school science studies and tertiary science studies

The GSEA is unique; we know of no other entity on the world where the activities of a University are so closely linked to the desired educational outcomes of local, state and federal governments across all three levels of education (primary, secondary and tertiary). The STAQ described it as a model for regional science education that "has become the recommended pattern for all regions" across the state.

Over the past six years the GSEA has received financial support and seconded personnel from its partner organisations to host a range of initiatives and programs to value of >\$4 million – \$2.7 million for current activities. In excess of 125 000 students, teachers and members of the Gold Coast public have been engaged in GSEA activities including a massive 5500 hands-on teacher professional development engagements. As a sign of the success of the GSEA, the demand for science places (1<sup>st</sup> preferences) at Griffith's Gold Coast campus has risen 51% since 2006 (compared with a 13% increase across the entire University, 29% for the Gold Coast campus and 9.4% for science programs at our Brisbane campus). In 2011, 52% of 1<sup>st</sup> year science students at

the Gold Coast campus indicated that they had experienced GSEA activities in some form; of these 68% indicated that this experience had influenced their decision to study science at Griffith.

The quality of the GSEA and its people have been recognised nationally and internationally with a host of awards including: the 2007 Queensland-Smithsonian Fellowship; the Australian Science Teachers' Association Award for Service to Science Education (2009); the Peter Doherty (Institute) Award for Excellence in Science Education (2008); the STAQ Medal for Excellence in Science Education (2006); the RACI Award for Excellence in Chemistry Education (2008) and the Education Queensland Showcase Award (Academic Excellence category) (2010).

**Honourable Mention:** Australian Community Centre for Diabetes, Victoria University and Partners  
**Project:** Diabetes Education and Awareness Programme of Culturally and Linguistically Diverse Communities of Western Melbourne

### Best Collaboration with a Regional Focus in R&D or Education & Training

**Awarded to:** Institute for Supply Chain & Logistics at Victoria University and partners.

**Project:** Competitive Supply Chain – Targeting Skills Needs in the Regions

Participating Organisations:

|  |
|--|
| Goulburn Ovens Institute of TAFE   |
| South West TAFE  |
| Gordon Institute of TAFE   |
| Wodonga Institute of TAFE  |
| Jeftomson Transport, Shepparton  |
| Local Mix Quarries, Geelong  |
| Murray Goulburn Cooperative in Wodonga                                       |
| Bulla Ice-cream, Warrnambool   |
| Toll AutoLogistics in Broadmeadows and Motherson, their supplier in Bendigo. |

In 2007 the Institute for Supply Chain and Logistics at Victoria University formed a partnership with six TAFEs to establish a Supply Chain Learning Network. The purpose of this network is to develop the capacity and

capability of the Victorian Vocational Education and Training sector to respond to the national demand for a skilled supply chain workforce.

In 2009 the Institute for Supply Chain and Logistics led the Supply Chain Learning Network to win a Targeting Skills Needs in Regions seed funding grant from the Federal Government (DEEWR) and Skills Victoria for a program of projects to develop advanced skills in Logistics and Supply Chain.

The program involved targeted skills development with five regional logistics businesses and five of the Supply Chain Learning Network members. Through developing case studies for each business, innovation was driven into the businesses and 'bottom line' outcomes were achieved. The program directly supported innovation and technology in the Victorian Transport Industry.

The Targeting Skills Needs in Regions program consisted of five projects that were devised and implemented by TAFE teachers and representatives from the businesses.

A summary of each project and the specific project outcomes that had a measurable impact of the businesses is described in the table below.

| Supply Chain Learning Network Member | Focus Organisation  | Description of Project   | Project Outcomes   |
|--------------------------------------|---------------------|--|--|
| Goulburn Ovens Institute of TAFE     | Jeftomson Transport | Identifying root causes and improvements to the damage of fruit in the supply chain. | <ul style="list-style-type: none"> <li>Reduction by 60% in the returns received back from supermarkets to the packing facility at JEFTOMSON Transport, which will bring the returns from 5% down to 2% of sales.</li> </ul>  |
| South West TAFE                      | Bulla Ice-Cream     | Performance improvements in the ice-cream supply chain                               | <ul style="list-style-type: none"> <li>Improvements demonstrated by key performance indicators including increased forecast accuracy, supplier delivery performance and capacity metrics. This allowed Bulla to ensure customer satisfaction was maintained at a lower cost.</li> <li>Positioning the Bulla supply chain for a 20% year on year increase in volumes over the next two years.</li> <li>Perhaps the most significant benefit that Bulla has gained is a group of 15 people across the company who gained an in depth understanding of how the Bulla supply chain works.</li> </ul>   |
| Gordon Institute of TAFE             | Local Mix Quarries  | Increased utilisation of assets in the Quarries manufacturing supply chain           | <ul style="list-style-type: none"> <li>Truck waiting times at the quarries were reduced by 50% as a result of: the personnel making better use of loaders to meet customer demand; standardised work schedules; truck waiting area layout adjustments; and truck and loader movements changes for the batching plant.</li> <li>The 50% reduction in the excess truck waiting time at the quarries of Local Mix Quarries with a flow on to reduced fuel usage and greenhouse gas emissions (not yet measured).</li> <li>A projected saving in overtime at Local Mix Quarries of approximately \$10,000 due to combining queue time and refuelling.</li> </ul> |

|   |                             |  |  |
|---|-----------------------------|--|--|
| Wodonga Institute of TAFE                                     | Murray Goulburn Cooperative | Performance improvements in the UHT milk supply chain from the factory to the national distribution centre | <ul style="list-style-type: none"> <li>• Project delivered an estimated \$500,000 in financial benefits through the identification of improvement opportunities.</li> <li>• Improved communication between two Murray Goulburn Departments.</li> <li>• Improved understanding about the root causes and the value of participants adopting the Value Stream Mapping (VSM) tool.</li> </ul>   |
| Institute for Supply Chain and Logistics, Victoria University | Toll AutoLogistics          | Optimisation of the transport operations from Bendigo to Ford Vehicle Assembly Plant                       | <ul style="list-style-type: none"> <li>• Efficiency gain for the supply chain in excess of \$200,000 with no capital investment and only minor changes to procedures and documentation.</li> <li>• Targeting a 50% reduction in premium freight in the Toll Motherson supply chain. This is worth approximately \$150,000 per annum.</li> <li>• Putting off investment in a larger truck for the Toll Motherson supply chain. This avoids an additional cost of \$50,000 per annum.</li> </ul> |

## Excellence in Accounting Teaching Collaboration

Sponsor



**Awarded to:** RMIT and Partners

**Project:** The RMIT Cooperative Education Programme: the integration of theory and practice in professional accounting education

Participating Organisations:

|                                 |  |
|---------------------------------|--|
| Ernst and Young                 | GM Holden                              |
| KPMG                            | Philip Morris (Australia) Ltd.         |
| UHY Haines Norton               | Pitcher Partners                       |
| Catsoft (Total Forms Pty. Ltd.) | Telstra, Risk Management and Assurance |
| Banyule City Council            | VicSuper Pty. Ltd.                     |
| Murray Goulburn                 | Christopher Biffin CPA                 |
| Cumpston Sarjeant Pty. Ltd.     | Department of Primary Industries       |
| DFK Collins                     | Kouostas & Co Pty. Ltd.                |
| PriceWaterhouseCoopers          |  |

RMIT University's flagship undergraduate program in accounting education – the Bachelor of Business (Professional Accounting) – operates in partnership with a broad cross-section of graduate employers to integrate theory and practice in the design and delivery of professional accounting education. The cornerstone of this degree is the Co-Operative Education Program (hereafter called “The Program”) which has successfully operated for over 35 years. The Program involves the student undertaking a full year of paid employment in the field of accounting at the completion of the second year of their studies which is subject to continuous moderation by RMIT academic staff and peer review by participating employers. They then return to RMIT in the final year to complete their studies. This program forms the foundation of an engagement with employers in the design and development of programs, through to the development of professional accounting capabilities in the workplace itself.

More than 100 employers currently participate in the Program providing meaningful, paid and comprehensive work placements to RMIT students. They are ensuring that RMIT accounting graduates have the opportunity to develop the attitudes and capabilities for success in the realities of the professional workplace in order to complement the conceptual foundations that are central to undergraduate professional preparation.

70% of the Bachelor of Business (Professional Accounting) graduates return to their co-op employers on graduation. This is a compelling real world testament to the quality and reciprocal benefits of a significant academic/professional engagement that is working for everyone involved in it.

We provide eight factors below that make the Program exceptional, unique and innovative:

1. This is the oldest work-integrated learning program in Victoria in accounting which bears testimony to its enduring relevance. Since its inception, the Program has involved over 100 firms and over 1,000 students with many going on to be leading captains of industry and commerce.
2. It is probably the largest with 60 - 100 placed each year on average.
3. It is the only work-integrated learning initiative that includes a 12 month compulsory, paid employment component that is supervised jointly by the employer with the School of Accounting.
4. The deep partnerships forged between coop employers and the School means that the Program influences the curricula in novel ways through contact with organisations thus ensuring curricula currency (several of our employers are members of the program advisory committee) and the structure of pedagogical practice in preparation for the employment placement, and classroom dynamics afterwards. For example, students who have spent a year in the field need to be taught differently in their final year, often in an accelerated manner with greater uses of cases and debate.
5. Integration over a lengthy period has meant that the employers and their business contexts and models are well known to lecturers and thus embedded in the syllabi.
6. The employers understand the University better and are so are able to make more informed recommendations for curriculum reform that are consistent with academic requirements.
7. The nature of supervision in the Program is different when compared with most work integrated activities elsewhere which tend to emphasise oversight and compliance rather than value adding for the coop student.
8. Coop employers are unusually committed to investing in the students' development because they view it as a sensible ROI, given the length of their work placement and the likelihood of ongoing future employment of the students concerned.

In sum, this program provides a “win-win” outcome for all concerned: Employers have access to highly educated and motivated students to supplement their staff during the co-operative year and potentially upon their subsequent graduation. RMIT teaching staff benefit from interaction with industry in the way of guest lecturers, short-term placements in industry and collaborative research opportunities. The students benefit from a meaningful and comprehensive work placement during the course of their studies.

**ENGINEERS  
AUSTRALIA****Awarded to:** Assoc Professor Richard John, Griffith School of Environment, Griffith University**Project:** Programme Leader – Griffith Science Education Alliance & Science on the Go!

Central to my entrepreneurial education activities has been my establishment and leadership of two key community engaging initiatives at the Gold Coast campus of Griffith University: 1) the *Griffith Science Education Alliance* (GSEA) and 2) the *Science on the GO!* (SOTG) science outreach program. These programs were launched in 2005 and I have been Program Leader for both programs since that time. Although I provided the inspiration and driving force for the creation of these programs, both the GSEA and SOTG have heavy involvement from external collaborative partners, including: Education Qld (Ed Qld); the Qld Dept of Education & Training (DET); the Gold Coast City Council (GCCC); and the Science Teachers Association of Qld (STAQ). These partner organisations have contributed significant funding and personnel over the past six years.

Briefly, the major aims of the GSEA and SOTG are to engage students and teachers in science with a view to increasing participation in science and increasing enrolments at the senior secondary and tertiary levels. In the past 6 years we have engaged > 125 000 students, teachers and members of the public including a massive 5500 individual teacher professional development experiences. Total external funding directed toward SOTG/GSEA activities (from partner organisations) has been >\$4million (including \$2.7million for current projects).

Evidence of the success of these programs lies in the fact that 52% of 1<sup>st</sup> year undergraduate science students surveyed at the GC campus earlier this year indicated that they had experienced GSEA/SOTG activities during their schooling; of these students, 68% indicated that these experiences had positively influenced their decision to enrol in science at Griffith. Since the inception of the GSEA and SOTG programs the demand for science places (1<sup>st</sup> preferences) at the GC campus has risen by 51%. This compares with a 13% increase across the entire University, 29% for the GC campus and 9.4% for science programs at our Brisbane campus. The first-year survey data indicate that my programs and my performance over this time have been significant contributing factors to the increase in demand in tertiary science programs at the GC campus.

At the senior secondary school level, my establishment of a pilot program call EXSCITE (Excellence in Science and Technology) in 2008 has seen the number of students enrolled in senior science at Helensvale High School double in the past 4 years. This program won the Education Qld Showcase Award for Academic Excellence in 2010. I am currently rolling this program out to a number of new schools over the next 24 months.

Further evidence of the quality and impact of my entrepreneurial education activities includes the fact that many of my initiatives and ideas have been adopted/adapted for use in general practice across Qld and Australia. Moreover, they have influenced government policies and practices at both the state and local level on several occasions. Notable examples include: 1) the Qld Government's *2006-2009 Science Strategy*; 2) the establishment of the *Qld Academy for Health Sciences* at the GC campus; and 3) the creation of the *STEM Teacher Centre of Excellence* in the South East Educational Region of Qld. Many of my initiatives and ideas are also currently embedded into the activities associated with the new 2010-2012 Qld Government's *Science Spark Strategy*. Within Griffith, the *Go Griffith Go Health!* program and the *GriffHealth* and *GriffBiol* programs are direct "spin-offs" created by the Health Faculty. The quality and impact of my work has also been recognised by no less than eight local, state, national and international awards/fellowships over the past five years (six individual awards and two awards for programs I oversee) including the Qld-Smithsonian Fellowship which established a very fruitful collaboration with the National Science Resources Centre (NSRC) at the Smithsonian Institute. During this time I have also been an invited keynote speaker at six science education based conferences, have chaired several local and international science education conferences and have contributed to a host of government initiatives/programs/committees.



**Nominated by:** University of Melbourne and Monash University

**Awarded to:** The Sidney Myer Fund and the Myer Foundation and Family

**Project:** Ongoing and long-term support to the University of Melbourne and Monash University

Sidney Myer was on one of Australia's most successful businessmen. Having fled poverty in Belarus, he built a small drapery store in Bendigo into the Myer department store empire. The Myer family has been heavily involved in building the company into Australia's leading department store chain and still retain shareholdings in the now publicly listed company and a 33 per cent stake in the Bourke Street store. Their other diverse business interests include the operation of the Myer Family Office, which provides not only investment and accounting advice to wealthy families and individuals, but actively encourages philanthropy in leading members of the business community.

The Myer family has been one of the longest-standing and most important benefactors of higher education in Australia. The pattern of giving began with Sidney Myer, it continued through his estate (in the form of the Sidney Myer Fund), and has expanded over the following decades with his descendants, both individually and through the Myer Foundation.

Collectively, the family has been one of the largest and most important philanthropic supporters for the University of Melbourne and Monash University in their history.

The Myer gifts to the University of Melbourne and Monash University alone are so numerous that it would be an impossible feat to mention all of them. The gifts have embraced all of the Myers' well-known philanthropic interests – The Arts and Humanities; Australia as part of the Asia-Pacific region; Education; Poverty and Disadvantage; and Sustainability and the Environment. The following deals only with a selection.

The founder of the family dynasty in Australia, Sidney Myer remains one of the most generous of all the University of Melbourne's individual benefactors. In 1926 the University of Melbourne's financial position had become so grave it had to cancel all new purchases for the library. Learning of its difficulties, in December 1926 Mr Myer gave the University of Melbourne 25,000 shares in the Myer Emporium Ltd. This gift was worth 50,000 pounds – at a time when the entire government grant to the university was 66,000 pounds per annum. This gift has grown today to a trust fund worth over \$30M. Notably, it was also Mr Myer's first act of public philanthropy and the largest single gift he ever made. The Council applied part of the funds to name a chair, the Sidney Myer Chair of Commerce and Business Administration; but in the following years it was used to assist an array of other purposes, including new building works for Engineering, at the Conservatorium, and the Registrar's residence, and continues to be an extremely significant source of support today.

In 1932, Mr Myer made his second major gift to the University of Melbourne. In the Depression years, with Melbourne's cultural life under threat, he engineered the merger of Ormond Professor Bernard Heinze's University Symphony Orchestra with the ailing Melbourne Symphony Orchestra, making a gift of 10,000 Myer shares (today a fund valued at in excess of \$10M) which secured the annual Sidney Myer Free Orchestral Concerts on a permanent basis.

Mr Myer died suddenly in 1934, but by 1936 the University of Melbourne had already received the first gifts from the Sidney Myer Fund established by his estate – funds to establish a lectureship in Elizabethan English and a visiting lectureship in Physical Education. This was followed in 1937 with funds for a new Commerce building.

The Sidney Myer Fund continued its support of the University of Melbourne during the 1950s, in 1951 with major support for the pioneering Hutchison study of aged care in the Department of Social Studies, and in 1952 with critical support for the building of a new Wilson Hall and the construction of a residence for international students, International House, as well as funds towards Chairs in Commercial Law and Accounting.

By this time, Sidney Myer's family was directly involved with the University of Melbourne's projects. In 1959 his sons Kenneth and Baillieu began an intense involvement with the creation (from the Dept of Physiology) of the Howard Florey Institute of Experimental Physiology and Medicine. They were also personally involved in the Institute's early leadership, with Kenneth as its first President. The Florey was Kenneth's greatest philanthropic passion, and it has been an enduring interest for the family, with Martyn Myer having served as Florey Board Chair, next to the University of Melbourne itself, the Florey has been the Myer's largest beneficiary of philanthropy.

In 1959, the Myer Foundation had been created, and aside from the Florey, its other major grant that year was to the Dept of Oriental Studies (later East and Southeast Asian Studies, now Chinese), enabling the creation of a Chair in Oriental Studies.

Other Myer Foundation grants to the University of Melbourne in the 1960s included a Lectureship in Comparative Religions (in the then Dept of Semitic Studies), as well as many travel grants enabling staff and students to study abroad, regular gifts to *Meanjin*, sustained support for university theatre through the Union Repertory company, the Melbourne Theatre Company, and MU Student Theatre, a major grant to the Centre for Farm Planning and Land Management to train farmers to avoid land degradation, and for the significant work on poverty of the late Ronald Henderson in the Institute of Applied Social and Economic Research.

In the 1970s came a key gift to the University of Melbourne's Student Counselling Service to develop its work with overseas students, to Ophthalmology for research on eye disease in indigenous communities, to History and Philosophy of Science, to Geography, to Veterinary Science, to Music, to English and to Fine Arts. In 1989 Carrillo Gantner returned from a posting as Cultural Counsellor at the Australian Embassy in Beijing. He came home convinced Australia must learn to relate to the Asian region as part of it, rather than as a European outsider. He proposed to the Foundation a major initiative, from which Asialink was established at the University of Melbourne in 1991. This has become the largest and most intense focus of Myer philanthropy at the university in the past 15 years, bringing regular support not just from the foundation, but also from individual family members, including from the families of Baillieu, Neilma Gantner, Martyn, Sid, Stephen Shelmerdine, and also of course from Carrillo himself.

In 1998, as part of its commitment to restoration of the degraded environment, the Forestry School was assisted in the farmer education program called the "Australian Master TreeGrowers Program", with particular support from Philip Myer. Other Major Gifts in the 1990s included to the International Conference on Environmental Justice, to the construction of the new Potter Museum, to the Centre for Farmland Planning and Management, and \$225,000 to the Baillieu Library redevelopment. The University of Melbourne's merger with the VCA has drawn into the university the family's continuous generosity to VCA programs, most significantly a gift of \$100,000 for the School of Drama's International Masterclass series.

In 1999, as part of the centenary celebrations of Sidney Myer's arrival in Australia in 1899, the family assembled a gift of \$2M for a new building to house Asialink and the new Institute of Asian languages and Society at the University of Melbourne. It was a gift rivalling Myer's original 1926 gift in importance, and a fitting expression of one of the most heartfelt causes of his descendants. The University of Melbourne was pleased to name the building the Sidney Myer Asia Centre, as well as naming its principal lecture theatre the Carrillo Gantner Theatre and the first floor interactive space the Yasuko Hiraoka Myer Room.

The support of the Myer Foundation to Monash University commenced in 1975 with a gift to the appeal for the organ in the University's Robert Blackwood Hall.

There have been numerous research grants and other gifts to Monash projects from the 1970s through to today, including gifts in 1981 and 1982 to the Centre for Human Bioethics.

The largest gift from the Myer Foundation to Monash University is the partnership that has created ClimateWorks Australia. ClimateWorks was established with a \$4.6M donation in 2008. ClimateWorks Australia will develop projects that deliver substantive and lasting reductions in greenhouse gas emissions in the fastest and most cost effective way. These will be targeted interventions that drive behavioural and structural change.

Also in 2008, the Sidney Myer Fund committed \$400,000 to the relocation of Monash University Museum of Art (MUMA) from the Clayton campus to the Caulfield campus. The move has had major benefits for the Museum, students, staff and the wider community, offering greater access to the Museum's exhibition and education

programs, as well as to the Monash University Collection. The new MUMA opened in 2010 and now provides greater gallery space, a new sculpture courtyard and new education and other spaces.

Most recently, the Myer Foundation has made a \$30,000 donation to the Breast Cancer Knowledge Online project. Breast Cancer Knowledge Online (BCKOnline) is a searchable portal to indexed breast cancer information. This portal is the combined work of women with breast cancer and a team of researchers from the Faculty of Information Technology at Monash University. Searching through the portal allows the user to tailor information to their specific needs. For example, a woman can select her age, stage of cancer and whether she is looking for medical information, supportive information or personal stories by women and health professionals.

The generosity of the Myer family towards Australian universities has been as boundless as it has been long-lived. Other recent donations include \$1M to support the Sidney Myer Chair in Rural Education and Communities at Flinders University; gifts totalling \$1.25M in support of the Indigenous Education Leadership Institute at QUT. The University of Melbourne and Monash University are immensely proud and grateful to have been supported by them.

This award is given not only for the family's personal giving, but also its leadership of philanthropy in the business community through the Myer Family Office and other advocacy.

**Honourable Mention:** Macquarie Group Foundation

**Project:** Various initiatives at the University of NSW including the Centre for Social Impact, and Macquarie Group Foundation Chair

**Honourable Mention:** Olga Tennison

**Project:** Olga Tennison Autism Research Centre, La Trobe University

## The Ashley Goldsworthy Award for Sustained Collaboration between Business & Higher Education

Awarded to: Victoria University



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Victoria University has established long term relationships with a range of groups and organisations in the areas where it operates which cover research, education and training, and provision of community support. Of particular value have been the innovative programs designed to assist disadvantaged groups, particularly migrants and refugees from cultural and linguistically diverse backgrounds. Collaborations extend also to sporting clubs, businesses, local government, employer bodies, police, health bodies and arts groups, covering both the higher education and TAFE sectors.



*Making the Connection*

Driving collaboration across business, industry and tertiary education