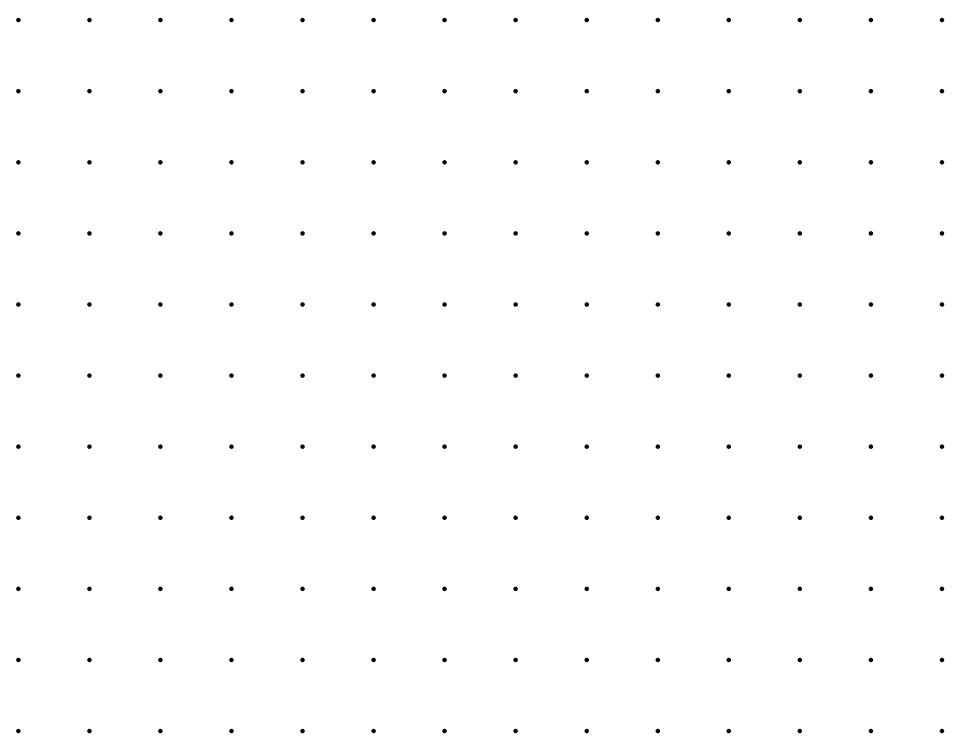
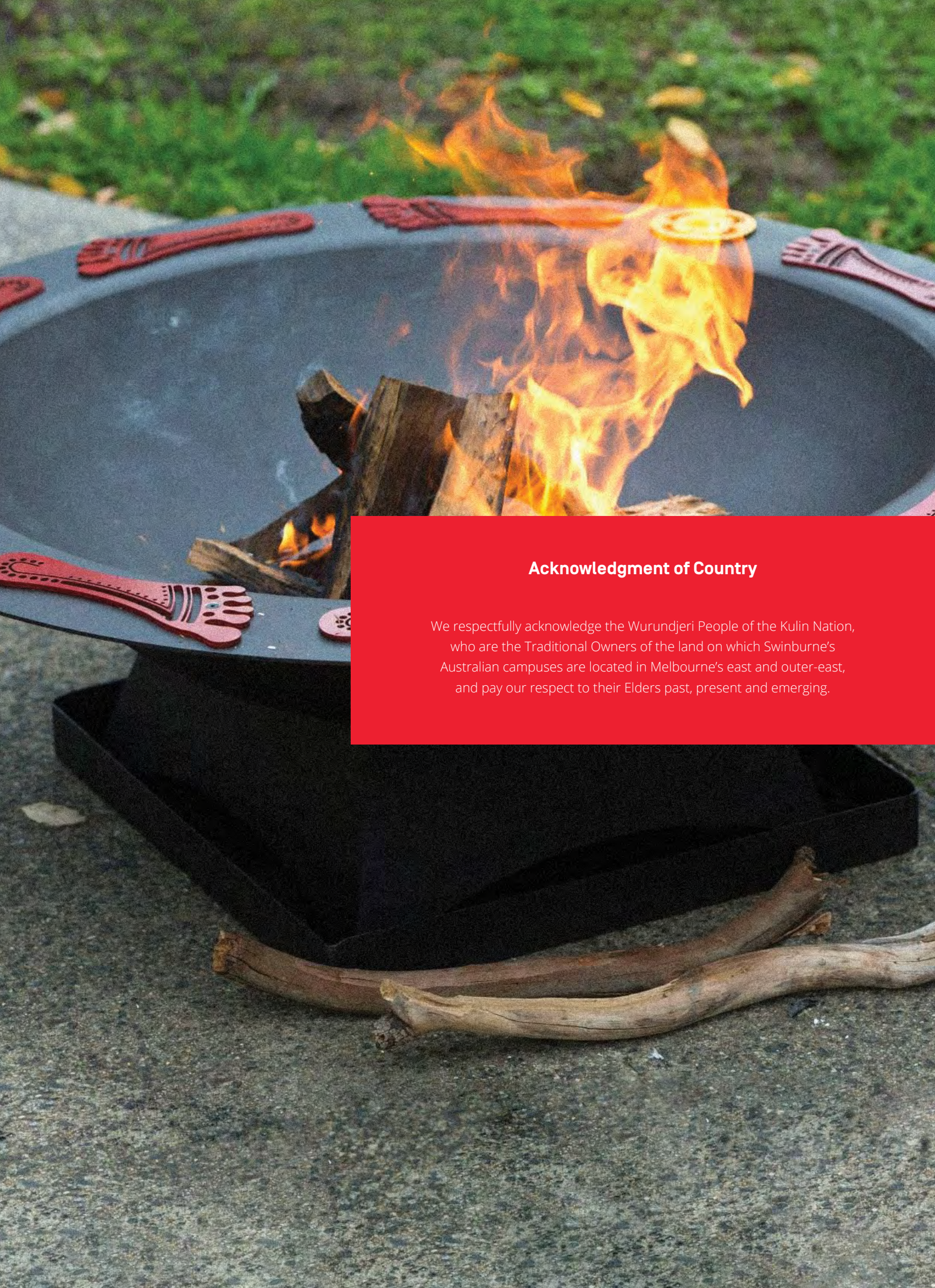


# Partners for Change



How your support is making a difference





### **Acknowledgment of Country**

We respectfully acknowledge the Wurundjeri People of the Kulin Nation, who are the Traditional Owners of the land on which Swinburne's Australian campuses are located in Melbourne's east and outer-east, and pay our respect to their Elders past, present and emerging.

## Vice-Chancellor's Message



Thank you for the extraordinary opportunities you are making possible in our Swinburne community and beyond.

This report celebrates just a few of the heart-warming and inspiring stories of success that honour our wonderful supporter community of alumni, donors and industry partners.

For over 100 years, Swinburne has provided innovative and accessible education and has nurtured some of the brightest minds who have gone on to challenge and shape the future. We are committed to honouring our founding values and keeping our eyes firmly looking to the future.

Our vision is bringing people and technology together to build a better world. We are focused on a future that prepares our learners and our people to play a critical and vital part in how technology can shape the future of the planet for the better. We want everything we do to make a positive and lasting impact in the world.

It is you, our supporter community, who work with us to bring this vision to life.

We are humbled by the generosity of our donors who give to Swinburne, and in turn, are transforming the lives of our students and enabling our researchers to bring to life new ideas and discoveries.

Our alumni are an inspiring global community of innovators, creators and game changers that are propelling us forward and leaving their mark on the world. Many are also choosing to 'give back' to Swinburne through donating and mentoring.

And our industry partners are fuelling life-changing innovations and providing our students with meaningful opportunities that will help them find their passions, gain in-demand skills and kickstart their careers.

It is a true privilege to partner with each one of you.

We hope you are excited about the future as we continue to build a better world together.

**Professor Pascale Quester**  
Vice-Chancellor and President

# A thank you letter to our change makers

## With gratitude to our change makers.

Swinburne has always been on a mission to seek out real solutions for real-world problems, and we're proud to say that our network of change makers is what makes it all possible.

Our university has been supercharged by your generosity, human powers and human stories.

Whether you're a donor, alumni, or industry partner, your contributions are invaluable to this partnership. You are the engine of progress, the faces of altruism, the driving force behind the initiatives that transform lives for the better.

No matter their background, every student should have the opportunity to flourish in their chosen path. But we cannot break down barriers to education and smash through the roof of inequality alone.

Only with the help of your philanthropy and the unwavering commitment and passion of our community can we help students realise their dreams.

Let's do this together. Let's continue to be philanthropists, innovators, and problem solvers. Let's show the world what's possible when we work towards a better future. Thank you for your ongoing support of Swinburne and for being a part of our community.

**Together, we are changing the world.**





# People and technology coming together for a better world.

One moment can change someone's mindset forever. For Melany Blackwell, that moment took place in an afternoon lecture on organisational development at Swinburne's Hawthorn Campus.

The CEO of a digital education platform was in her twenties at the time, and had been the first to attend university in her family. Though Melany knew she had the skills and empathy to be successful, she says, 'Looking back, I can see I was very quiet. I didn't voice my opinions and I lacked confidence.'

She can still picture her lecturer, John Batros, standing at the front of the room when she decided to speak up during a class discussion.

'I started voicing my ideas, but someone spoke over me so I immediately retracted, thinking what I said was stupid or meaningless,' explains Melany.

'But John stopped the class. He said, 'You've just spoken over the smartest person in this room,' and it felt like ice water had just been thrown across my face.'

While she still insists she wasn't the smartest person in the room, the gesture struck a chord with Melany.

'It just resonated. From then on his words gave me that courage, that strength to voice my opinions and speak up, and I think it will for the rest of my life.'

Sadly, John passed away in 2013 before Melany could thank him in person. Had he seen her career blossom in the years since, he'd likely stand by his words in that lecture hall.

After graduating with her Master of Business Administration from Swinburne, Melany spent almost two decades in the higher education sector. In 2017, she co-founded Liberate Learning, a multimillion-dollar company specialising in the development of interactive digital learning experiences.

Partnering with both philanthropic projects and profitable clients (like Coles and NAB), Liberate Learning has won numerous awards, including a Stevie for Best Worldwide Corporate Response to COVID and a Telstra Business Award for Embracing Innovation.



Melany Blackwell

Swinburne Alumni and  
CEO, Liberate Learning

# Education is the most transformational tool for improving the human condition.

Where other technology organisations might have basked in their mid-pandemic growth, Liberate Learning took theirs in good stead and paid it forward.

Led by Melany, the company didn't hesitate to make its flagship product freely available to all Australians during the height of the COVID-19 pandemic.

'We could clearly see that it would be needed by so many people and businesses that were struggling,' explains Melany.

The App-eLearn product allowed the rapid deployment of online learning content to millions of Australian workers, including vital frontline and emergency staff. Its easy-to-use DIY course design also meant small businesses could retrain their teams and switch to online delivery modes, without worrying about costs during an already stressful time.

The initiative was partly the culmination of Melany's deeply held values about the significance of education – an ethos she says aligns with Swinburne's own mission.

'I firmly believe that education is the most transformational tool for improving the human condition,' says Melany.

She adds, 'Learning should be accessible for everyone.'

When co-founding the company, Melany felt it was imperative to offer a pro-bono arm for charities and non-profits, as well as freely available tools.

Since then, her team has worked on a number of philanthropic projects, including tackling life after addiction with Smart Recovery Australia and releasing a free resource to promote gender equality and eliminate family violence.

If she had to name her superpower today, Melany says it would be the focus and resolve she puts towards turning her goals into reality. It's a well of resilience she's had to dip into more in recent years, following the onset of a physical disability that's brought further challenges into everyday life.

'It's just my tenacity to keep going, to do more and give more,' she says.

This tenacity is backed by Melany's conviction in her ability to be a leader who speaks up for things that matter, a belief she started developing during those early days at Swinburne.

The only thing she regrets from her time there? Missing the opportunity to thank John for the words of confidence he dealt in that lecture hall nearly thirty years ago.

'I really wish I could have told him how it changed so much for me,' Melany says.





Cheri Ong

Founder, Chair and Board Director, AAF

# Together we are building pathways that rekindle hope for the future.

Hope can be a tremendous advantage when you're up against a world that fails to treat everyone equally. It's a grounding force of courage and determination, fuelling perseverance in the face of unwelcome challenges.

It was hope that spurred the Asian Australian Foundation (AAF) to establish their two scholarships at Swinburne. Both scholarships aim to encourage students from culturally diverse backgrounds to pursue higher education.

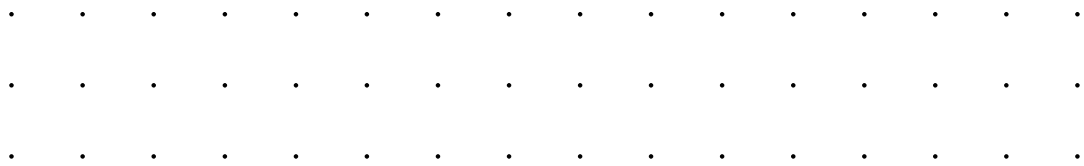
'It always hits home when bright students face the barrier of not being able to further their education,' says AAF Founder and Chair Cheri Ong.

'The struggle to realise your dreams becomes so much harder if you don't have a level playing field.'

While the two scholarships ease the burden of financial disadvantage, their value extends far beyond this.

Recipients gain opportunities to participate in AAF events and are offered work placements through the foundation's vast network of donors and supporters.





“Receiving the scholarship gave me hope and belief in myself, even when I didn’t have any – because someone who didn’t know me still believed in me.”

– AAF Scholarship Recipient

On another level, the offer of a scholarship demonstrates the kind of support that can profoundly increase a student’s confidence and faith in their abilities.

In a thank you letter to the AAF, one student wrote, ‘Receiving the scholarship gave me hope and belief in myself, even when I didn’t have any – because someone who didn’t know me still believed in me.’

Cheri remembers that particular letter bringing the AAF team to tears. As a philanthropic organisation, the foundation provides Asian Australians with a platform to give back to the community.

Hearing how their support instilled confidence for future generations was deeply meaningful for a place largely supported by people from culturally diverse backgrounds.

‘I think for the Asian community, education has always been seen as a pathway to better your life and your family’s lives,’ explains Cheri.

‘Many will identify with being the first in their family to go to university or receive a higher-level education.’

As one of the first to graduate in her own family, education has had an extraordinary impact on Cheri’s life. Three degrees have been a ticket into worlds, and roles, that her grandparents never got the chance to experience – like becoming the first Asian Australian woman to be appointed KPMG’s Pacific Chief Operating Officer for Risk.

‘In her time, my grandmother didn’t have the opportunity to even go to school. She learned everything she knew from talking to her market vendors,’ says Cheri.

Cheri’s dad was the first family member to finish high school. His commute to the classroom included cycling 14 kilometres every day. A steadfast dedication to learning led to a scholarship that brought him to the UK to teach, ultimately changing the course of their lives.

‘The value he put on education meant he could eventually send me to university in Australia. It allowed me tremendous access to things I would have probably never experienced,’ explains Cheri.

The tireless pursuit of a better future reminds Cheri of another Swinburne student who received the AAF scholarship. Working three jobs to make ends meet for a parent who couldn’t find employment, the scholarship meant this student ‘didn’t have to physically collapse every day from extreme exhaustion.’

‘It’s the small things,’ Cheri stresses. ‘These kids worry about not being able to have a computer, not being able to have time for studying between jobs. So anything we can do to ease that is worth it.’

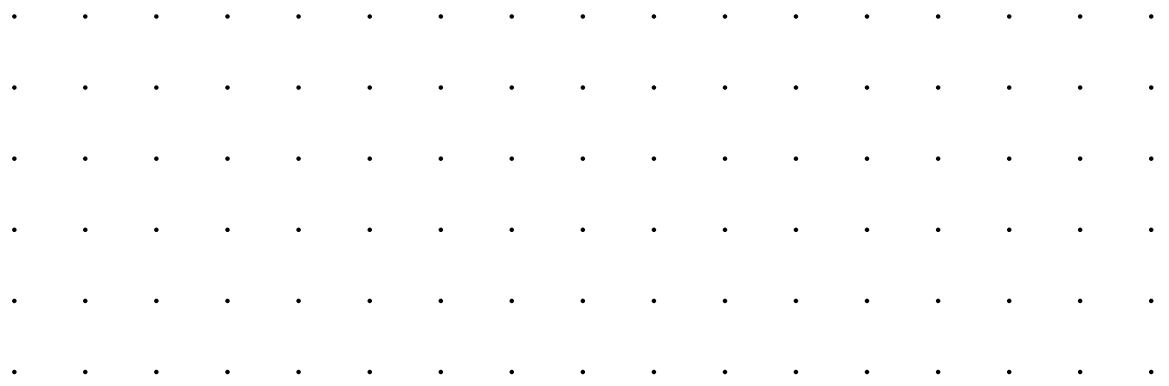
For Cheri and the supporters of the AAF, being able to contribute to the lives of others is an honour and a privilege. Funds create opportunities and open doors, which inspire hope – something much more influential than any dollar amount.

Ultimately, Cheri says, ‘We see ourselves as beneficiaries. Whether it’s from our parents or from others, we have been assisted through life to be able to get to where we are, and we must pass that onto the next generation.’



Dr John Fowler

Trustee, Piers K Fowler Scholarship Fund



# Together we are launching the brightest students to new opportunities.

New heights in the future are often reached by soaring on the wings of the past, learning what worked and charting an improved course.

This is the ethos of the Piers Fowler Trust for Aviation – a launchpad for pioneers and pilots backed by a strong foundation in leadership.

‘The Trust is about creating opportunity,’ says Dr John Fowler, trustee and father to the late Piers Fowler.

Piers was an exemplary pilot and cherished pillar of the Swinburne community whose loss was greatly felt. After his untimely passing in 2014, the Fowler family established the Trust in Piers’ name going on to award scholarships in memory of his generous spirit and passion for mentorship.

‘It wasn’t enough that he flew, he wanted to share that,’ says John.

The Trust allows aspiring pilots to achieve their Instructor Rating and gain experience as an Airline Check Pilot/Training Pilot.

‘It’s a fantastic way of providing support, insight and awakening for the students,’ says John.

Mentorship is a bridge between school and industry. Through both scholarship and Swinburne’s aviation program, students are able to learn skills that expand on both theory and practice.

“The cycle of positive impact means one person goes on to help the next, and the next.”



Our approach is to support the individual, to empower the group.

It's those Individuals who go out into groups and communities and create bigger ripple effects.

'Care, empathy and enthusiasm are hallmarks of a great teacher and mentor,' says John.

The Piers Fowler Trust nurtures these values, providing students with the opportunity to apply them.

Over the years, John has heard instructors and students alike share how the support has been an invaluable step in launching their careers. The feedback is universal – 'You made it possible.'

The programs created in partnership with the Trust share one central philosophy: large-scale change is made possible by supporting the right people, from the start.

'Our approach is to support the individual, to empower the group. It's those Individuals who go out into groups and communities and create bigger ripple effects,' says John.

The cycle of positive impact means one person goes on to help the next, and the next.

'The \$200,000 we have donated is \$200,000 worth of opportunity, and we hope to see that grow and feed back into the community,' says John.

The Trust serves the multi-level role of honouring Piers' memory, continuing his legacy and creating a new school of mentors.

'It's warming to see the students appreciate the opportunity. We hope the students will prosper and reach a point where they're ready to give back,' says John.

*The Piers Fowler Trust currently funds the Piers Fowler Flight Instructor Scholarship, Professional Development Scholarship and Leadership book prize.*



Professor Zheng Lei (left) and Dr. John Fowler (right)



Empowering the next  
generation of leaders.



Richmond Football Club

Swinburne Centre partnership

next gen\_now.

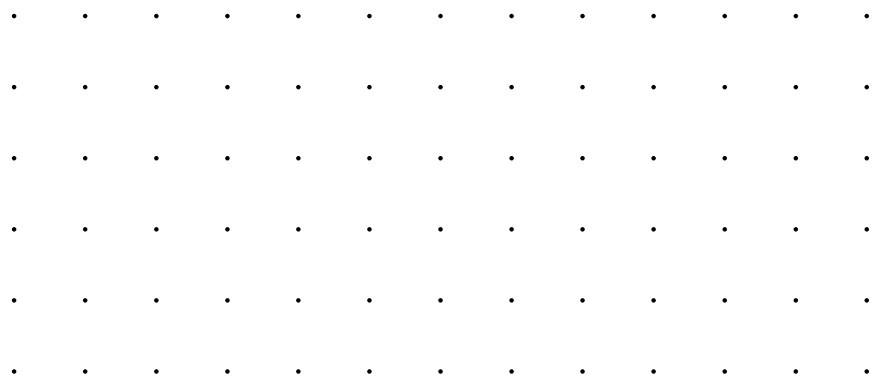
Real industry experience.  
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industry-class facilities.



## “It's about understanding that people are the power.”

Nestled next to the MCG in Melbourne's bustling sports precinct lies an iconic oval steeped in tradition. This hallowed ground has long played host to the legendary Richmond Football Club, and since 2017 it's been sporting a new name - The Swinburne Centre.

Richmond's General Manager for Aligned Leisure and Education, Shane Dunne, explains how it was driven by the desire to build better pathways - for students and athletes alike.

'This wasn't born out of a straight sponsorship arrangement. There was a real alignment of what we both wanted to achieve,' says Shane.

That alignment was kicked off by the creation of the Richmond Institute for Sports Leadership (RISL) in 2013, an education arm co-designed with Swinburne to deliver sports-related diplomas.

'Our program is not just about sitting in front of a PowerPoint slide, learning about business management and finance and those sorts of things,' explains Shane.

'It's about understanding that people are the power behind sport.'

Students at RISL get a practical introduction to the sports industry, featuring work placements across the club and regular talks from industry leaders.

It's a merging of education and industry like no other, connecting a passion for sport with an exciting path into employment. For some, that path can be life-changing.

'We just had a graduation a couple of weeks ago, and the parent of a student came up to me,' recalls Shane.

'She said look, I want to give you feedback about the program, and I don't want you to think I'm overstating this, but you saved my son's life.'

After facing a string of challenges upon leaving school, the RISL program helped Shane's student develop connections and direction.

'It ignited this change in him because we didn't just focus on assessments. It was about building connections with his colleagues, building him up as an individual, and understanding who he was as a leader,' says Shane.



More than an education platform, the RISL program is dedicated to embedding indigenous reconciliation into the sports industry right from the start.

Yearly trips allow students to work in remote indigenous communities around the country, and work placements take place across the club's Korin Gamadji Institute and the Melbourne Indigenous Transition School.

'It's vital to build that understanding of First Nations people and how important they are to Australia,' says Shane.

'We want to impart that knowledge on the next generation of leaders in the sports industry, and that will help with reconciliation over time,' says Shane.

Richmond and Swinburne form two of only 20 organisations in Australia that have a Reconciliation Action Plan (RAP) at the Elevate level.

Together, we co-hosted the first National RAP conference at the Swinburne Centre in 2018 - bringing Aboriginal and Torres Strait Islander organisations and RAP bodies under one roof to discuss best practice approaches to reconciliation.

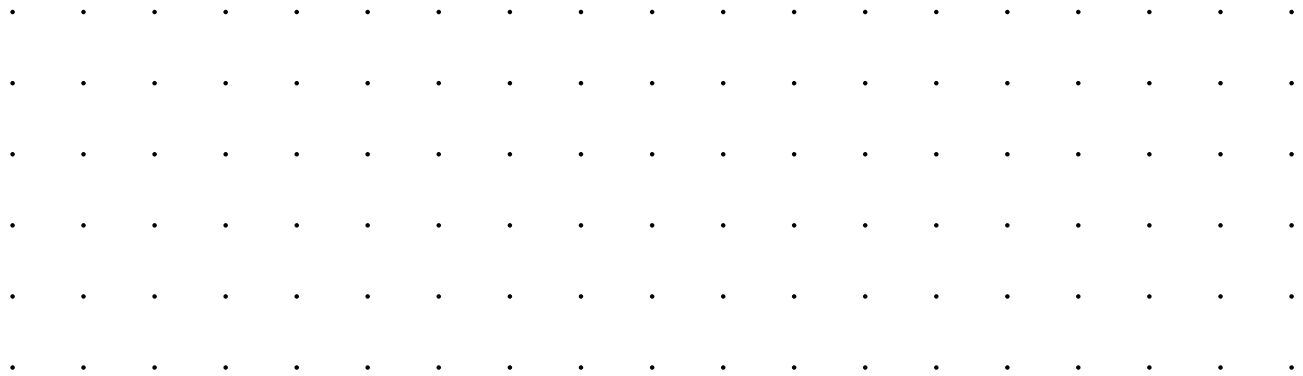
Richmond's General Manager for Commercial Operations and Stakeholder Engagement, Simon Derrick, points to the conference to demonstrate the impact achieved through the collaboration.

'You can see where sport intersects with education and then with opportunities much deeper in the communities we're all part of.'

The drive to create projects for social good remains at the core of the Richmond/Swinburne partnership, lending itself to several other initiatives including key research programs and support for the AFLW team.

'You would almost struggle to find a partnership that's got the complexity that we have but also the depth,' says Simon.

In a place where the sound of cheering fans reverberates throughout the city, the Swinburne Centre continues to be this partnership's home, hub, and heart. Here, we harness the power of sport to achieve positive outcomes off the field.



# Together we are sparking conversations that matter.



Andrew-James (AJ) Williams-Tchen is the very definition of a lifelong learner. At 51, he has many diplomas and qualifications from Swinburne.

But school wasn't always a positive space for the proud Wiradjuri/Wotjobaluk man from regional New South Wales. Following a childhood in foster care, high school saw AJ battle an eating disorder, face years of bullying, and hear a grade 10 teacher tell him he'd 'never achieve anything.'

Had that teacher been present at Swinburne's 2022 Alumni Impact Awards, they would have heard their comment repeated in AJ's acceptance speech with his response: 'Well, guess what? I've done it.'

A worthy recipient of last year's George and Ethel Social Impact Award, AJ has dedicated his life to increasing cultural safety and mental health literacy for all.

In 2009, he founded the Girraway Ganyi Consultancy business, which offers Indigenous-led cultural awareness workshops, youth mentoring programs, and mental health first aid training.

'Everything I do is for community,' explains AJ. 'Whether it's increasing health literacy, working with the kids or getting people to understand Aboriginal culture, it's all for community.'

When we spoke to AJ, he had just completed delivering his 735th mental health first aid course (MHFA). Recently, he had someone point out the math on what this means.

'If there are 15 people in each group, that would be nearly 10,000 people I've delivered training to,' AJ says.

'Then if people go home and practice that skill, you start to think how many mental health conversations have actually happened.'

While impressive, the numbers don't carry much weight for the former nurse. AJ knows that when it comes to mental health literacy and First Nations peoples, there's still a long road ahead.

“Swinburne gave me that first opportunity to realise I could do it... training is just the beginning of their journey.”





## AJ Williams-Tchen

Swinburne Alumni and  
Founder, Girraway Ganyi Consultancy

He saw it first-hand when he was National Program Manager for Mental Health First Aid Australia, travelling to remote communities to deliver workshops in person.

'The one thing that's common in all communities is that mental health literacy is so low, and suicide rates are so high,' AJ says.

A complex problem rooted in both recent and generational trauma, AJ's work now strives to support Indigenous wellbeing from multiple sides.

Outside of the MHFA workshops, he mentors First Nations youth at schools across Victoria, coordinating cultural experiences, talks with elders, and other activities to maintain their connection to community.

AJ also conducts cultural awareness training for organisations in health services and beyond.

'We have those conversations around white privilege and white fragility, but it's done in a really supportive way because I want people to learn,' he says.

AJ adds, 'The deal is if they want it, they need to go find out more. My training is just the beginning of their learning journey.'

The scope of his work is something AJ never imagined achieving when he dropped out of school in grade 10. While he's received numerous accolades as his career progressed, the Swinburne alumni still remembers his first steps back into the education arena as a 23-year-old.

'Swinburne offered me the chance to do year 12 at their Secondary College and they really gave me that extra push to study,' he says.

There are now three Swinburne-based diplomas of Community Services on AJ's CV, including specialisations in Youth Work, Disability Work, and Child Protection.

Having studied something almost every year since graduating, he plans on staying the course for a while.

'I was never compelled to go to school before and now I've been able to build on my willingness to learn,' AJ says. 'Swinburne gave me that first opportunity to realise I could do it.'

Together we are increasing equity and deepening knowledge.

Professor Janet Hiller

Inaugural Dean, Health Sciences



Public health is a social justice issue. We've learned this throughout the COVID-19 pandemic, and seen the effects play out on multiple levels.

Large-scale reform starts with small-scale, equitable access. For Professor Janet Hiller, it's never been more important to have medical professionals who are reflective of the communities they serve.

'It's always been about breaking down barriers to education and higher-level training,' says Dr Hiller.

Swinburne is supporting these opportunities for diverse graduate health practitioners through the Inaugural Dean of Health Sciences, Professor Janet Hiller Scholarship for postgraduate allied health students.

'The first scholarship went to somebody who was the first in their family to attend university,' says Dr Hiller.

'The second time, it was a single mum still working while she studied full time. She was supporting a child and had moved house to get into the program.'

The scholarship's intention is to focus on broadening the entry base and facilitating a more diverse field of medical practitioners.

Founded by Dr Janet Hiller, the program allows postgraduate students experiencing disadvantages to continue their studies across the fields of Physiotherapy, Dietetics, and Occupational Therapy.

'We've created a scholarship that is about fulfilling a need, and allows awardees to pursue their passion without the burden of obstacles that may have limited them,' says Dr Hiller.

Over the years, Dr Hiller has pioneered the growth of Swinburne's suite of health science programs during her tenure as the Inaugural Dean of Health Sciences.

She led curriculum development from the ground up, focusing on innovation and leveraging Swinburne's state-of-the-art technology. Dr Hiller has also worked collaboratively across faculties to embed business, interpersonal, and digital health skills as foundational to health science programs.

While each course produces incredibly well-rounded graduates, the paths to entry can be complex. Students experiencing socioeconomic disadvantages are locked out of education and opportunities repeatedly. As a result, getting your foot in the door at the graduate level becomes even more challenging.

At Swinburne, we value creating opportunities with quality outcomes and supporting students from all backgrounds.

Dr Hiller says, 'There's such a focus in part of our education system on giving things to the top – the best student, top marks, the top list, but you cannot distinguish between somebody who gets 99 and someone who gets 98.'

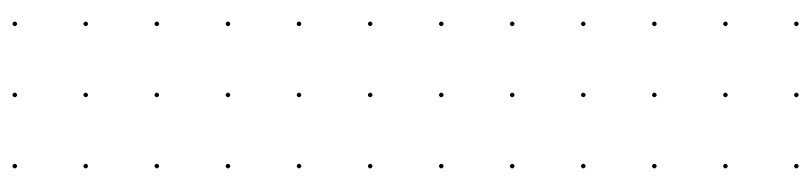
She adds, 'Often, the students with the highest marks come from those backgrounds with privilege that can give them a leg up.'

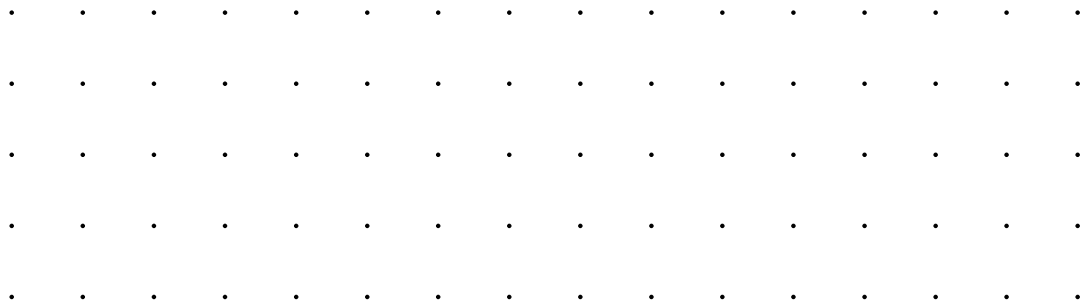
Graduate programs require significant financial and emotional commitment. Swinburne strives to find ways to break that cycle of inequality, one student at a time. By easing the strain, this scholarship creates an opportunity for graduate students to have experiences they otherwise wouldn't have access to.

“ We've created a scholarship that is about fulfilling a need, and allows awardees to pursue their passion without the burden of obstacles that may have limited them. ”



“ It’s always been about breaking down barriers to education and higher-level training. ”





# Together we are funding world class research and breakthroughs.

Every mental health professional knows tailoring treatment to individual needs is crucial to making patients feel better. But these needs can become incredibly complex as we grow older.

In 2011, geropsychologist Professor Sunil Bhar noticed Australia's aging population had limited access to counsellors who understood their unique challenges.

In response, he helped launch Swinburne's Wellbeing Clinic for Older Adults – a free counselling and support service designed specifically for people living in aged care settings.

'The idea was very simple: we wanted to bring good psychological help to aged care residents and, at the same time, train the workforce of the future,' says Dr Bhar.

Fast forward 12 years, and the clinic has grown with considerable success. Using an Australia-first model the counselling service is now delivered by provisionally registered psychologists, social work interns and counselling postgraduates from over 40 universities and education providers nationwide.

'At the end of that six-to-nine-month placement, students emerge with a much richer understanding of how to apply psychological therapies to people living in nursing homes,' explains Dr Bhar.

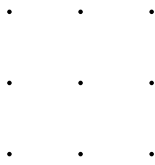
Nearly two years after the Royal Commission into aged care, training programs like these are creating a future workforce that can deliver quality care designed to help residents overcome major barriers to improving their mental health.

As Bhar explains, 'The first barrier is a real sense of resiliency that's come from doing it tough for many years. It means they don't see themselves as necessarily needing treatment.'

'The second is that they've often grown up in an era where there's a huge negative stigma around psychology and psychiatric health.'

To overcome these barriers, Bhar says the team at the clinic learn to take a different approach, using accessible language and empathy to reach people in the right ways.

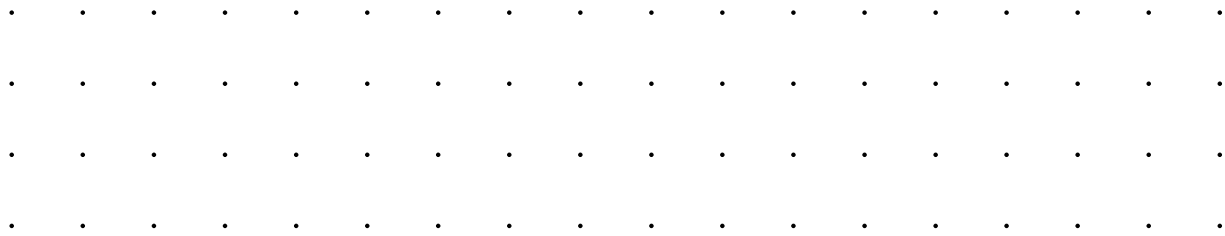
Instead of saying, 'I'm a psychologist here to provide your treatment,' they might say, 'Hi, I'm a member of the wellbeing team. Is it okay if I chat with you for a few minutes to see if this might be something you're interested in?'





**Dr Sunil Bhar**

Professor, Clinical Psychology,  
Swinburne University of Technology



Thank you. Your support enables vital research, helping to create a better world.



With deep gratitude to the Arcare Foundation: Katrina Knowles, Amber Rundle, Andrea Ball and Fleur Knowles.

'We found that that makes all the difference between someone slamming the door and saying go away, compared to someone saying, "Oh, come right in. Let's hear more about what you have to offer.'"

For one resident referred to Swinburne's clinic, opening that door to counselling had a life-changing impact. Dr Bhar remembers the client had been diagnosed with dementia and started feeling distressed when her family stopped visiting.

'The counsellor spoke to the aged care staff about the situation, and they realised that her family were visiting every day, but her short-term memory had deteriorated to the point where she couldn't remember,' he explains.

'So, the counsellor and the aged care staff worked hand in hand with the family to come up with a treatment plan that could help.'

After learning of the residents' needs, the counsellor helped organise a whiteboard for the room, giving her family a place to leave notes every time they visited and acting as a special reminder of their time together. Regular sessions were also put in place to ensure the former artist could spend time crafting greeting cards that were sure to receive replies in the mail.

Countless stories like these remind Dr Bhar of the clinic's importance. And now, thanks to support from the Arcare Family Foundation, that much-needed quality of care is being brought onto a national stage.

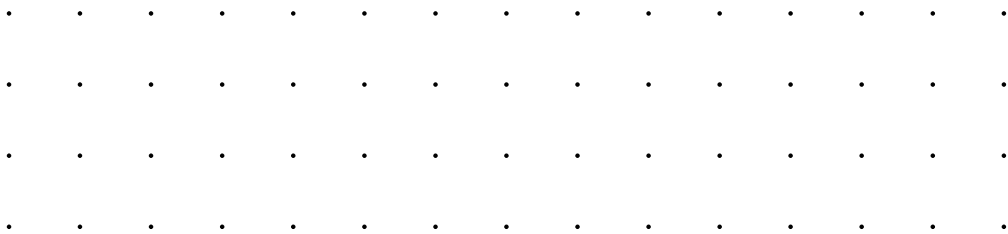
With funding generously donated by the Foundation, the wellbeing clinic was able to pilot telehealth psychology services for aged care residents during the COVID-19 pandemic. That pilot is now being extended across Australia for three years.

'This is something that could easily be normalised and replicated across the country. That's what's exciting,' says a representative from the Arcare Family Foundation.

'We'd like to see the government supporting it as a national programme that is part of policy for aged care so that residents can gain the counselling they need to see improved mental health.'

With the support of the Arcare Family Foundation, the Swinburne Wellbeing Clinic for Older Adults is able to provide critical counselling services while training the next generation of mental health professionals in the aged care sector. It's a win-win for everyone's future.





# Together we are a genuine force for good.

If you think recruitment is a matter of dialing numbers and making small talk, Amy Schultz is here to set the record straight. Amy shares how her Swinburne experience has enabled her to shape and inclusive, authentic talent management approach that is having a profound impact on people, inside and outside her organisation.

The Swinburne alumni has spent the past two years as Global Head of Talent Acquisition at Canva, growing the online design giant's team from 1,300 to 3,700 'Canvanauts' globally.

In that time, she's witnessed the profound impact that inclusive, authentic talent management has on people's experiences, inside and outside the organisation.

'You're dealing with people's emotions every day,' says Amy.

'Whether it's a hiring manager who's stressed because they have a vacant role or a candidate who's really trying to put their best foot forward to work at their dream company, you absolutely do change people's lives.'

Beyond managing Canva's in-house workforce, Amy regularly looks for ways recruitment can make a difference in the wider community. This goal constantly underpins her work at the Australian-founded tech start-up.

'Two of Canva's core values are to be a force for good and to be a good human,' Amy says.

The drive to do both is how Amy found herself coordinating webinars for Ukrainian job seekers following Russia's invasion of the country last year.

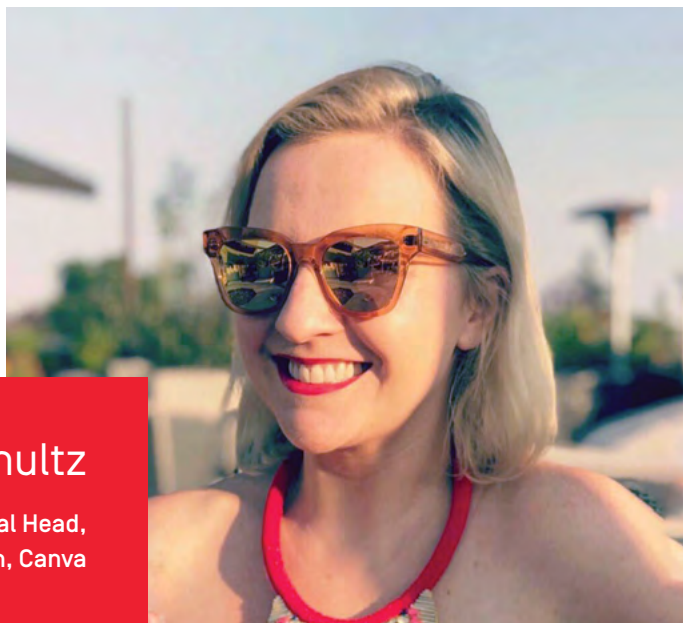
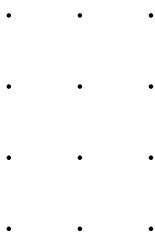
Providing free training on interview skills and the job search process, the webinars were a small way for the recruitment team to share their skills and hopefully, help Ukrainian refugees prepare to find work.

'You have to appreciate the stress they were under. Some groups had to join the webinars together from a bunker,' recalls Amy.

'We can't know whether we actually helped them get a job, but we hope they saw that people cared about them and that they learnt skills that could help them in the future.'

“ Be a force for good and ...be a good human ”





## Amy Schultz

Swinburne Alumni and Global Head,  
Talent Acquisition, Canva

The recruitment team also repackaged the content from the job seeker webinars in Ukraine to help workers affected by recent rounds of layoffs in other countries.

Amy says her vision for leading initiatives like these is to leverage the skills she's gained in recruitment to give others the best shot at scoring a job that could change their lives.

Often, those skills are surprising to outsiders looking in – like empathy, project management, curiosity, and storytelling. Studying a Bachelor of Arts in Media and Communications meant these skills were nurtured at Swinburne, giving Amy the footing she needed to land in her niche.

'I chose Swinburne because the lecturers were real workers from the industry rather than academics. That was a unique draw card at the time,' she explains.

'The marketing experience I got at Swinburne has been super valuable. Essentially, I'm now marketing the company for others to join. Then I understand the candidate's motivators and craft a story around that.'

Amy's connection to Swinburne remains strong over a decade after graduating. Now she lends her expertise as an Industry Board Member for the Swinburne Workforce Initiative, a research body dedicated to investigating how the world of work is transforming over time.

'It started as a way to give back to Swinburne, but I'm also very interested in the research because it touches on what I do,' says Amy.

Identifying current trends across learning and wellbeing, the Swinburne Workforce Initiative uncovers insights that help businesses, employees and students prepare for the future.

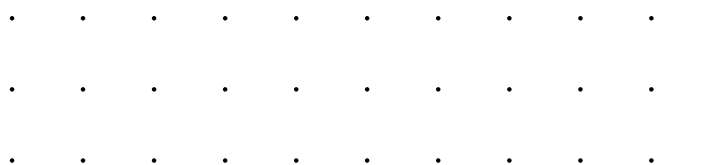
'Over the past 12 months, we've seen major insights pop up around this new hybrid world of work and the disconnect between what employees want and what employers want to offer,' Amy observes.

Her advice for the next generation of students tackling this hybrid future:

'Be open. Be more focused on the skills you want to develop, your values and the type of people you want to learn from. Focus less on the job and the title because that will change more than you can imagine.'

When managing talent for a brand with nearly 300,000 job applications every year, your decisions are bound to touch countless lives.

But with a lot of empathy and a dash of that natural Swinburne curiosity, Amy has found her own way to leave a positive impact.





Luke Bell

Director  
Advancement

# On behalf of Swinburne University, I thank you.

Thank you for your generosity. With your gifts, extraordinary opportunities are made possible for students to achieve their dreams, and for researchers to make breakthrough discoveries.

Together, we are far greater than the sum of our parts. While this report only showcases just a few of the extraordinary opportunities you are making possible, the impact that can be and will be achieved is truly remarkable.

Your support is inspiring change in the lives of students. Without philanthropy, many of these bright young people would not achieve their dreams nor fulfil their destiny.

And your shared commitment to helping to make the world a better place is a key part towards achieving that bold ambition. Your trust in Swinburne has supercharged our research excellence, placing us now in the top 1% of universities in the world.

Swinburne University is proud to provide a first rate education for those who may otherwise be denied that opportunity. We are proud to be working to solve some of humanities major generational challenges.

And through your generosity, we are proud that you continue to trust and partner with us as we work together to build a better world.

Thank you again for your support.

## **Luke Bell**

Director  
Advancement




Knowing there is someone out there who has not known me but has faith in me was incredible. The willingness to invest in me has helped me not just financially, but also hugely impacted my outlook in life and myself.





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ABN: 13 628 586 699  
ISSN: 1477-8242CRICOS  
provider code: 00111D