

Hotel Grand Chancellor, Hobart 15–18 September, 2013

temc.org.au

## CONFERENCE HANDBOOK & PROGRAM







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## WELCOME

'A young man sweats in the African sun, his eyes scanning the dirt for signs of the greater kudu he's been following for miles. He comes from a long family history of trackers.....

Soon he spies a fresh hoofprint. Before continuing his search, the man pulls a high-tech tool out of his bag and enters the hoofprint's location. In a matter of seconds, the data travels to an orbiting satellite, and connects the tracker with researchers and communities all over the world.' (Bergen, M. 2009)'

Here we are witness to a merger of tradition and technology, riding on the back of trends which will inform the future.

#### Dear Colleagues,

Welcome to TEMC 2013 and to the beautiful city of Hobart. This year's theme 'Trends, Tradition and Technology' explores how each of these three factors are intertwined whilst informing and changing the face of tertiary education. The tertiary sector is undergoing significant change and tertiary providers are responding to external factors and new technologies whilst balancing this with their own traditions.

We are seeing the growth in student numbers and increased competitiveness due to the demand driven system, the increasing use of smart technologies and the rise of online education including a move towards MOOCs (Massive Open Online Courses), declining international student numbers, reductions in state and federal funding, increases in collaborative and innovative partnerships and the building of flexible spaces to name but a few.

How we manage the way in which the tertiary education sector engages with its immediate constituency and the wider community whilst maintaining a balance between a traditional, quality higher education experience and a dynamic environment is our current and constant challenge.

The TEMC2013 provides the perfect opportunity of shared understanding, networking, exploring concepts and ideas across a wide number of institutions and functional responsibilities. I encourage you to engage strongly with the sessions you attend and to ensure that you meet and chat with a number of your colleagues. There are over 700 people at the conference and through networking and attending sessions you are bound to go home with a new idea, a new contact or an opportunity to explore new thinking.

As usual we have a great range of topics being presented here and a diverse range of keynote speakers, but inevitably you will be unable to go to all of the sessions that interest you. Therefore the presentations and papers will be put on the web after the conference to ensure that you can see what was presented and discussed.

As has been the case for the last two years the traditional speakers gift will be a donation to a charity – in this instance the charity is the 'Save the Tasmanian Devil Program Appeal'. I am pleased to support this donation and thank the speakers for supporting this initiative.

So, make sure you engage with all that this conference has to offer from the sessions to the social events such as MONA and the Tasmanian themed conference dinner and you will have a fantastic experience which will have lasting effects.

Also while you are here in Tasmania take the opportunity to get out and about and explore Hobart and all it has to offer – from the historic to the contemporary – fabulous food and wine, markets (Salamanca), entertainment and a friendly city that is easy to get around.

I hope you enjoy the conference in the city of Hobart, make the most of the opportunities presented at the conference, meet new people and generally enjoy yourselves at the TEMC 2013.



Joanne Austin Convenor TEMC 2013

## **2013 TEMC** ORGANISING COMMITTEE

Joanne Austin Convenor Swinburne University of Technology

**Paul Abela** TEMC Steering Committee Representative ATEM

Mark Hatwell Program Committee Chair Monash University

Jacqueline Perdriau Finance Chair Monash University

**Barry Russell** Sponsorship Committee Chair University of Tasmania

Samantha Todd Social Committee Chair University of Tasmania

Nadia Ayliffe University of Tasmania

Daryl Cornish Victoria University **Dominic Marafioti** University of South Australia

Mandy Meehan University of Melbourne

**Lisa Riddell** University of Tasmania

Juan Smith Flinders University

Fiona Spurrell Swinburne University of Technology

Conference Managers Leishman Associates 113 Harrington Street, Hobart TAS 7000 03 6234 7844 renee@leishman-associates.com.au www.temc.org.au



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## WELCOME FROM ATEM & TEFMA PRESIDENTS

We are delighted to welcome you to the 2013 TEMC – "Trends, Tradition and Technology". This year our Conference will explore both technology and innovation and their impact on the education landscape and how we can effectively manage this transformation.

In 2013, both TEFMA and ATEM are focusing on enhancing their professional associations and their importance in the changing tertiary sector environment. The importance of professional associations has never been more relevant. Many tertiary institutions are major employers running multifaceted, multidisciplinary and multi-national enterprises, with very large and imposing budgets, so the importance of professionalism cannot be understated.

ATEM continues to build on the innovations of 2012. We are seeing more and more people joining ATEM including 12 universities which have now taken out premium corporate membership.

The second annual ATEM/Campus Review awards were again well supported this year, awards which highlight examples of best practice and recognise our profession for its quality. There was a greater spread of applications across all the categories this year but change and innovation remained an important theme.

ATEM, together with the L H Martin Institute, will celebrate one year of the on-line Emerging Leaders and Managers Program (eLAMP), a series of four online modules, whose content is available free to ATEM members. Many universities have taken eLAMP up for their training needs and over 150 people have enrolled in the program.

The Papua New Guinea Chapter has now been launched and we know that the ATEM presence in PNG will assist in the management of universities that face some challenges as well as lots of opportunities. Many of our PNG members will be at this conference.

TEFMA is the leading association for the promotion and support of excellence in the management and development of the built environment within the Australian and New Zealand tertiary education sectors.

TEFMA is in a unique position to connect thousands of facilities and property specialists across Australia and New Zealand, to identify and communicate best practice in the Tertiary Sector. This year, TEFMA has redesigned its website, creating a knowledge portal that will enable information sharing across the sector. The website has also been streamlined to facilitate ease of use by members. TEFMA is now focused on the development of on-line benchmarking and analytics.

TEFMA continues to deliver successful specialist workshops, bringing professionals together to focus on the future of the built environment for the Tertiary Sector. These professional development opportunities are assisting members in Universities, Colleges and other educational institutions in the Asia-Pacific region in the planning, construction, maintenance, operations and administration of educational facilities.

On behalf of ATEM and TEFMA, we would like to thank the Conference Organising Committee and Leishman Associates for their commitment and dedication in putting this event together over the past two years. The Local Organising Committee comprises volunteer members, who met regularly to plan and develop an informative and innovative Conference for both respective associations. The commitment from each member to deliver a successful Conference, which TEMC 2013 promises to be, cannot be underestimated.

We trust you will enjoy your time in the beautiful city of Hobart and find the 2013 TEM Conference informative, challenging and valuable.



Nicola Collier Jackson TEFMA President Stephen Weller ATEM President

atem

Association for Tertiary Education Management

## Association for Tertiary Education Management (ATEM)

The Association for Tertiary Education Management Inc (ATEM Inc) is the pre-eminent professional body in Australasia for tertiary education administrators and managers. Established in 1976, today it has around 1,450 individual members and 76 corporate members. Members are found across the breadth of the academic environment, including universities, TAFEs, polytechnics and Wanagas, private providers, government departments and other related organisations. Members are now located in Australia, New Zealand, Papua New Guinea and other international locations.

ATEM connects individuals across institutions and disciplines, supports individuals to develop their management skills and knowledge, and challenges the sector to recognise the professional nature of tertiary education management. It does this by:

- Growing careers: growing the careers of professional administrators and managers to enable them to have rewarding careers and contribute to the sector,
- Building professionalism: building professionalism through relevant education and training, and recognising outstanding achievements in the sector.
- Connecting people and groups: connecting people and groups across the sector to promote sharing of programs, knowledge and practice.
- Understanding the sector: providing opportunities and resources for individuals and groups to better understand the tertiary education sector today and how it might evolve in the future.

ATEM looks to promote best practice in the industry and this year has sought entries to the second annual ATEM/ Campus Review Awards for Best Practice in Tertiary Education Management.

Together with this, ATEM and the LH Martin institute for Leadership and Management will be celebrating one year since we unveiled our new on-line credentialling program.



## Tertiary Education Facilities Management Association (TEFMA)

The Tertiary Education Facilities Management Association (TEFMA) is an independent association of facilities managers operating in the tertiary education sector of Australia, New Zealand, Hong Kong and Singapore. TEFMA assists facilities managers in universities, colleges and other educational institutions in the Asia-Pacific region by promoting excellence in the planning, construction, maintenance, operations and administration of educational facilities.

TEFMA serves the education community by conducting research, developing educational programs, holding conferences and workshops, producing publications, developing guidelines, and serving as a central information source for its members. TEFMA is acutely aware of the need to remain relevant in an ever changing tertiary and vocational education sector and is creating closer ties with Universities Australia and Universities New Zealand to this end. Sustainability and carbon emissions are major public policy issues and TEFMA is extending its annual benchmarking report to ensure our members track these important societal issues and assist their institutions in bringing around change.

TEFMA has some 1150 members representing 97 tertiary education institutions and 8 affiliated associations in Australasia. TEFMA promotes engagement with industry through its 74 Business Partner members. TEFMA recognises the support and ongoing commitment by our Business Partners in ensuring our members remain current in contemporary FM practices.

TEFMA members provide vital infrastructure and service in support of the effective operation of tertiary and vocational education in the Australasian region.

## **CONFERENCE** INFORMATION

#### Accommodation

If you have any queries relating to your accommodation booking first speak to the staff at your hotel or alternatively Leishman Associates staff at the Registration Desk.

Your credit card details were supplied to the hotel you have selected, as security for your booking. If you have arrived 24 hours later than your indicated arrival day you may find that you have been charged a fee. You will be responsible for all room and incidental charges on check out and may be asked for an impression of your credit card for security against these charges. This is standard policy in many hotels.

#### Additional Tickets: Conference Social Program

The Welcome Reception and Conference Dinner are included in the cost of a full conference registration. Additional tickets for these events may still be available at a cost of \$100 for the Welcome Reception and \$170 for the Conference Dinner. Check with staff at the Registration Desk if tickets are still available.

### ATM's

There is an ATM available in the lobby of the Hotel Grand Chancellor. Other ATM's can be found within an easy five minute walk from the Hotel Grand Chancellor in the Gasworks precinct.



### **Conference Name Badges**

All delegates, speakers, sponsors and exhibitors will be provided with a name badge, which must be worn at all times within the conference venue, as it is required for access to all the conference sessions and social functions.

Association members, sponsors and exhibitors will be identified by a coloured strip on the bottom of their name badges.

ATEM	Red
TEFMA	Orange
Guest Speaker	Yellow
Delegate	Blue
Sponsor	Purple
Exhibitor	Purple
Organising Committee	Hot Pink
Conference Manager	Green
Monday Delegate	White With <b>Blue Writing</b>
Tuesday Delegate	White With <b>Red Writing</b>
Wednesday Delegate	White With <b>Black Writing</b>

**GEUTEBRUCK** With thanks to our name badge sponsor <sup>Competence in Video Security</sup> Geuteberck

### **Dinner Seating**

Seating and table allocation for both the **TEMC Dinner** on Wednesday 18 September (included in full registration) and the **TEFMA Dinner** on Monday 16 September will be by way of sticker allocation, as in previous years.

All delegates registered to attend the **TEMC Dinner** (included in full registration) will receive a **GREEN** sticker to be placed on the table sheets near the Registration Desk. These sheets will be available from Sunday 15 September and will be taken down at the end of morning refreshments on Wednesday18 September or as they become full.

All delegates register to attend the **TEFMA Dinner** will receive a **PINK** sticker to be placed on the sheets near the Registration Desk. These sheets will be available from Sunday 15 September and will be taken down at the end of lunch on Monday 16 September.

If you do not have a sticker please see the Registration Desk staff, **DO NOT** write your name directly on the board, as you will **NOT** be allocated a seat. No sticker no seat.

#### Dress

Dress throughout the day is smart casual or informal business.

#### **Emergency Medical Care**

For any **medical emergency please telephone 000.** The staff at your hotel will have information if you require contact details for a doctor, dentist or other health professional.

#### **Entry to Conference Sessions**

It is suggested that delegates arrive at preferred sessions promptly to ensure a seat. If sessions become full then late delegates will not be allowed entry.

#### **Internet Access**

Wireless internet will be available throughout the conference venue for the duration of the conference. Please use the following username and password. If you have trouble connecting please see the staff at the Registration Desk.

Username TEMC2013

Password Hobart2013

#### **Mobile Phones**

As a courtesy to other delegates, please ensure that all mobile phones are turned off or in silent mode during all sessions and social functions.

#### Parking

The Hotel Grand Chancellor has a car park which is accessible via Macquarie Street, the street that is directly behind the hotel.

The car park prices are:

In-house guests (self-parking)	\$9 per day
Other guests (self-parking)	\$15 per day
Valet Parking:	\$18 per day

#### Photographs, videos, recording of sessions

Delegates are not permitted to use any type of camera or recording device at any of the sessions unless written permission has been obtained from the relevant speaker.

A professional photographer will be taking photos throughout the conference with these photos available from the conference website shortly after the conference or from Leishman Associates, the Conference Managers

#### **Registration Desk**

The Registration Desk is located on the Mezzanine Level of the Hotel Grand chancellor. Please direct any questions you may have regarding registration, accommodation, tours or social functions to Leishman Associates staff at this desk.

#### **Registration Desk Opening Times**

Sunday 15 September	11.00am – 5.30pm
Monday 16 September	7.00am – 5.00pm
Tuesday 17 September	6.30am – 5.00pm
Wednesday 18 September	8.00am – 5.00pm

#### Smoking

The Hotel Grand Chancellor and all other conference venues are non-smoking. Guests are allowed to smoke outside or in designated areas.

#### Speakers and Speaker's Preparation Room

All speakers should present themselves to the Speaker's Preparation Room, located on the Mezzanine Level of the Hotel Grand Chancellor in Chancellor Room 5 at least 4 hours before their scheduled presentation time, to upload their presentation.

Speakers are requested to assemble in their session room 5 minutes before the commencement of their session, to meet with their session chair and to familiarise themselves with the room and the audio visual equipment. For information on the chairperson attending your session, please see the Registration Desk.

A technician will be present in the speaker's preparation room during registration hours. There will be facility to test and modify your presentation as required.

### **Special Diets**

All catering venues have been advised of any special diet preferences you have indicated on your registration form. Please indicate this to the staff at each venue – they will be happy to assist in providing you with your appropriate food. A special buffet table has been set aside in the trade exhibition area for dietary requirements; please see the venue staff for more information.

#### ТЕМС Арр

The TEMC App is available again for the 2013 Conference. It will allow you use your smartphone or tablet onsite to easily

- > Access session details, speaker bios, maps, etc
- > Network with other attendees
- > Take notes on sessions
- > Submit comments and questions
- Receive news alerts
- > Check out the sponsors and exhibitors
- > View the conference program
- > Rate each session as you see it

Firstly, we would like you to enhance your profile on the app.

Go to the app link on your smartphone, tablet or computer: eventmobi.com/temc13, login using the unique password TEMC13, click attendees and edit my profile at the top of the screen. You can add a photo, information about yourself and a link to your LinkedIn profile and other social media.

The app can be accessed by any device with an internet connection. Simply type **eventmobi.com/temc13** into the address/URL bar of your smartphone/tablet's browser, be careful not to put it in the Google search box.

You can add the link as a bookmark or an icon to your home screen of your device for easy access anytime you need it. If you're on an iPhone/iPad simply press the + or the box with arrow at the bottom of your screen and select add icon to home screen. If you are an Android user simply click the menu button and select "bookmarks" and "Add". Now the bookmark is saved you can add the app to your home screen by "holding" the bookmark for 2-3 seconds and selecting "Add shortcut to Home". We have instructions for all types of devices so please see the Leishman Associates staff at the registration desk if you require assistance.

This year we are asking delegates to rate speaker sessions out of five stars. One star being poor and five starts being excellent. This rating will go towards our "Best Presenter Award". To vote for a speaker you can log in to the session and at the bottom of the page select the stars and make a comment regarding the presentation.

You can take notes using the app by going into the session you are at and scrolling to the bottom of page. Click on `Take Notes in this Session' and keep a note of interesting points or areas you would like to follow up on.

To download your notes post event, go to the app home page and scroll to the bottom of screen. Tap `My Settings' and then `Email Me My Notes', the app will send your notes to you.

If you have any questions relating to the use of the app please see the staff at the conference registration desk.





## TEMC 2013 Wheel of Toby the Travelling Tasmanian Tiger

This year TEMC will be holding **The Wheel of Toby** throughout the conference. Delegates will be required to visit the trade exhibitors and sponsors to collect tokens.



SAVE THE

Once

you have 10 tokens you need to present yourself and the tokens to The Wheel of Toby which will be located in the trade exhibition. Here you will be given three chances to throw a mini Toby Tiger through the spinning wheel. If successful

you will be able to select an envelope that contains your prize. Prizes will range from iPads, to travel vouchers to wine and the odd booby prize of a block of chocolate from Cadbury's

#### Save The Tasmanian Devil Appeal

TEMC 2013 along with ATEM & TEFMA are proud to be supporting the Save The Tasmanian Devil

Appeal. This is the only official fundraising entity that direct funds in full to Australia's national response to Devil Facial Tumour Disease, through the Save the Tasmanian Devil Program.

100% of the funds raised by the Appeal go to the research and management activities that have been prioritised as important to the long-term solution to Devil Facial Tumour Disease and the aim to keep Tasmanian devils sustainable in the wild as well as to facilitate the educational and publicity activities of the Appeal. The Save the Tasmanian Devil Appeal is the official fundraising arm of the Save the Tasmanian Devil Program – Australia's official response to the DFTD that is also backed by the international conservation and wildlife management community. The program is delivered through an international collaboration of research institutions, universities, wildlife parks and zoos in Australia and overseas. It is a partnership between the Australian Commonwealth Government, the Tasmanian State Government and the University of Tasmanian.

### Disclaimer

The 2013 Tertiary Education Management Conference reserves the right to amend or alter any advertised details relating to dates, program and speakers if necessary, without notice, as a result of circumstances beyond their control. All attempts have been made to keep any changes to an absolute minimum.

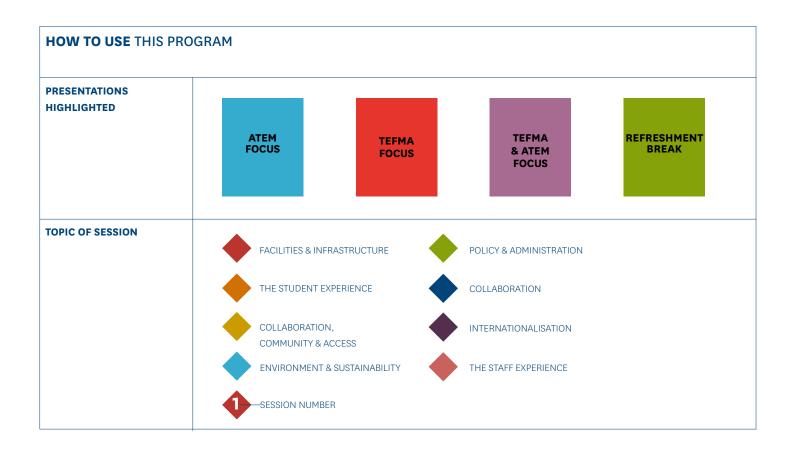
#### **Conference Managers**



Leishman Associates 113 Harrington Street, HOBART TAS 7000 Ph: (03) 6234 7844 Fax: (03) 6234 5958 www.leishman-associates.com.au

## **PROGRAM** SUNDAY 15 SEP

12NOON - 6.00PM	REGISTRATION DESK OPENS
6.00PM - 9.00PM	WELCOME RECEPTION HINDMARSH
	Please note there are two Ferry departure times 4.30pm and 5.30pm. You will have been asked to select a departure time prior to the conference.
	Please assemble in the Hotel Grand Chancellor foyer 15 minutes prior to your selected departure time to be escorted to the ferry departure point on Brooke Street Pier.



## **PROGRAM** MONDAY 16 SEP

7.00AM	REGISTRATION DESK OPENS Mezzanine Level Hotel Grand Chancellor		
8.15AM - 8.30AM	INTRODUCTION & HOUSEKEEPING MC John X		
8.30AM - 8.45AM	WELCOME TO COUNTRY		
8.45AM - 9.00AM	OPENING COMMENTS Joanne Austin Convenor TEMC 2013		
9.00AM - 9.20AM	OPENING ADDRESS Professor David Sadler Deputy Vice-Chancellor, University of	Tasmania	
9.20AM - 9.25AM	SPONSOR SPEAK EASY Adrian Stanic		lyons
9.25AM - 10.10AM	SHIFT – WHAT'S NEXT? WHAT'S ALREADY HERE? Dan Gregory The Impossible Institute		lyons
10.10AM - 10.20AM	SPONSOR SPEAK EASY Sarah Ball, Paul Dowling		
	10 00 AM 10 50 AM M		
	10.20AM - 10.50AM MC	DRNING REFRESHMENTS	ICAD CONSULTANTS PTY LTD proof & Softy resigned worksup
CONCURRENT SESSION A 10.50AM - 11.40AM	IO.20AM - TO.30AM MC	2 GRAND BALLROOM 2 COMMUNICATING CREATIVELY AT UNIVERSITY OF NEWCASTLE Jessica Burden Kate Barlow University of Newcastle	CRAND BALLROOM 3 GRAND BALLROOM 3 INTERNATIONAL CROSS CULTURAL COLLABORATION Linda McKellar Griffith University Ted Alau Divine Word University Veronica Thomas UniTech PNG

## **PROGRAM** MONDAY 16 SEP

CONCURRENT SESSION B 11.45AM - 12.35PM	GRAND BALLROOM 1 MAURIE PAWSEY SCHOLARSHIP Rachel Smith Massey University	2 GRAND BALLROOM 2 HOW DO PROFESSIONAL STAFF CONTRIBUTE TO RETENTION & THE FIRST YEAR EXPERIENCE? Dr Judy Szekeres SAIBT	GRAND BALLROOM 3 DEAKIN AT YOUR DOORSTEP Simon Umow UmowLai	
CHANCELLOR 4 DEVELOPING & IMPLEMENTING AN EXCELLENCE FRAMEWORK IN HIGHER EDUCATION Mark Thompson Edith Cowan University	CHANCELLOR 6 MOVING STRATEGIC ASSET MANAGEMENT FROM THE PLANT ROOM TO THE BOARDROOM Donna Farragher University of Newcastle Peter Lennon Xact Project Consultants	6 HARBOUR VIEW 1 TMBL101 - A PHILOSOPHY OF TIMETABLING Ursula McNicoll University of Melbourne	THARBOUR VIEW 2 HARBOUR VIEW 2 STRENDS, TRADITIONS, TECHNOLOGY: THE FOURTH TEE A TIPPING POINT – NEW DIRECTIONS FOR HR John Swinton Griffith University	
	12.35-1.30PM LUNCH			
CONCURRENT SESSION C 1.30PM – 2.20PM	GRAND BALLROOM 1 TEFMA INTERNATIONAL STRATEGIC PARTNERS	2 GRAND BALLROOM 2 LET'S GET ENGAGEDI STRATEGIC COMMUNICATIONS TO CONNECT STAFF, STUDENTS AND THE COMMUNITY Ruth Pring Natalie Downing University of Newcastle	GRAND BALLROOM 3 USING ORAL STORYTELLING TO SUPPORT DEVELOPMENT OF PROFESSIONAL CONFIDENCE AND PRESENTATION SKILLS Dr Jenny Moon Bournemouth University	
4 CHANCELLOR 4 POPULATION EDUCATION - MANAGING THE CHANGE	CHANCELLOR 6 THE EVOLUTION OF THE ACADEMIC WORKSPACE -	6 HARBOUR VIEW 1 COMPLIANCE TO CONFORMITY: HOW	7 HARBOUR VIEW 2 CREATING TIME FOR QUALITY — IMPROVING	

## **PROGRAM** MONDAY 16 SEP

CONCURRENT SESSION D 2.25PM – 3.15PM	GRAND BALLROOM 1 TEFMA INTERNATIONAL STRATEGIC PARTNERS	2 GRAND BALLROOM 2 STUDENTS AS ACTIVE BARTNERS IN PLANNING STUDENT EXPERIENCE Dr Sara Booth University of Tasmania	3 GRAND BALLROOM 3 STUDENT SERVICES & AMENITIES FEE AT UWS Joann Flack Sophie Buck University of Western Sydney
CHANCELLOR 4 A PASSIVHAUS EDUCATION FACILITY IN TROPICAL INDONESIA Shane Esmore UmowLai	CHANCELLOR 6 CREATING SPACE WITHOUT BUILDING - NEW WAYS OF SURMOUNTING OLD OBSTACLES Barbara Robinson University of Queensland	6 HARBOUR VIEW 1 INCORPORATING TECHNOLOGY IN STANDARDISING REPORTING MECHANISM FOR CENTRES OF EXCELLENCE Sophia Haccou Swinburne University Stephen Gray University of New South Wales	7 HARBOUR VIEW 2 THE ONLY CONSTANT IS CHANGE Julie Williams Jennifer Grossi Queensland University of Technology
	3.15PM - 3.45PM AFTER	NOON REFRESHMENTS	CAD COMMANDER PY LTM
3.45PM – 3.55PM	TEFMA SPEAK EASY Nicola Collier-Jackson		tefma
3.55PM - 4.00PM	SPONSOR SPEAK EASY Michael Hefferman		Campus living
4.00PM - 4.50PM	CHANGE & CONTINUITY IN TERTIARY EDUCATION: A CASE STUDY IN NAVIGATING TURBULENT SEAS Professor Linda Kristjanson		Campus living
4.50PM	Vice-Chancellor and President, Swinburne University CLOSE OF DAY 1		
6.30PM - 9.30PM	ATEM AWARDS NIGHT Cascade Visitors Centre Buses will depart from the Hotel Grand at 6.15pm	d Chancellor	Association for forsiery Education Monagement
7.00PM – 11.00PM	TEFMA DINNER The Atrium Henry Jones Art Hotel		tefma

## **PROGRAM** TUESDAY 17 SEP

6.30AM	REGISTRATION DESK OPENS		
7.00AM - 9.00AM	ATEM BREAKFAST Grand Ballroom 1 & 2		
7.00AM - 9.00AM	TEFMA BREAKFAST Harbour View 1		
9.15AM - 9.25AM	WELCOME TO THE DAY & HO	USEKEEPING	
9.25AM - 9.30AM	SPONSOR SPEAK EASY Mark Fisher		INTEGRATED TECHNICAL MANAGEMENT
9.30AM - 10.15AM	KNOW THE TIMES, SHAPE THE TRENDS: THE TOP TRENDS TRANSFORMING STUDENTS, INSTITUTIONS AND SOCIETY Mark McCrindle Director. McCrindle Research		INTEGRATED TECHNICAL MANAGEMENT
	10.15AM - 10.45AM MOI	RNING REFRESHMENTS	Hames SHarley
CONCURRENT SESSION E 10.45AM - 11.35PM	GRAND BALLROOM 1 STAKEHOLDER INVOLVEMENT & MANAGEMENT FOR SUCCESS IN COMPLEX, LARGE SCALE FACILITIES Leo Fincher-Johnson University of Melbourne	2 GRAND BALLROOM 2 CHALLENGE THE ADMISSION TRADITIONS Sophie Buck Robyn Causley University of Western Sydney	GRAND BALLROOM 3 RESEARCH-LED EDUCATION FOR ENGINEERING: TWO BUILDING CASE STUDIES Mark Roehrs HASSELL
<b>4</b> CHANCELLOR 4	5 CHANCELLOR 6 MAINTENANCE CONTRACTS - LEGAL ISSUES AND PERFORMANCE MANAGEMENT IN AN OUTSOURCED MODEL	6 HARBOUR VIEW 1 MEASURING LEARNING OUTCOMES AT THE COURSE & UNIT LEVEL: DEVELOPMENT & IMPLEMENTATION OF ELECTRONIC COURSE &	7 HARBOUR VIEW 2 SEISMIC SHIFTS IN TRENDS, TRADITIONS, & TECHNOLOGIES: EDUCATIONAL MANAGEMENT IN A NATURAL DISASTER

## **PROGRAM** TUESDAY 17 SEP

CONCURRENT SESSION F 11.40AM - 12.30PM	GRAND BALLROOM 1 WORLD CLASS RESEARCH FACILITY AT MONASH EARNS 6 STAR GREEN STAR RATING Patrick Elliott UmowLai	2 GRAND BALLROOM 2 BEDROOMS, ZONES & THE STICKY CAMPUS: THE TRANSFORMATION OF EDUCATIONAL SPACES Paul Morgan Paul Morgan Architects	3 GRAND BALLROOM 3 GIVING CREDIT WHERE CREDIT IS DUE TRANSFER AND ARTICULATION AT THE UNIVERSITY OF NEWCASTLE David Donnelly June Wieland The University of Newcastle
4 CHANCELLOR 4 OLDER WOMEN WORKERS - WHERE TO FROM HERE? Nonie Kirker Auckland University of Technology	CHANCELLOR 6 TAKING THE LONG VIEW: PLANNING FLEXIBLE SPECIALIST FACILITIES David Homburg John Holm Dr Shane Jennings HASSELL	6 HARBOUR VIEW 1 CASE STUDY: DEVELOPMENT OF THE UNIVERSITY OF MELBOURNE POLICY ON POLICY DELEGATIONS POLICY AND DELEGATIONS REGISTER Brigid Freeman University of Melbourne	7 HARBOUR VIEW 2 LEADING CULTURAL CHANGE THROUGH THE DEVELOPMENT OF CROSS FUNCTIONAL WORK PRACTICES John Hegarty Stefania Fenu Cheryl Fullwood Swinburne University
	12.30PM – 1.3	OPM LUNCH	Hames SHarley
CONCURRENT	GRAND BALLROOM 1	2 GRAND BALLROOM 2	3 GRAND BALLROOM 3
CONCURRENT SESSION G 1.30PM – 2.20PM	REALISING SUSTAINABILITY SUCCESS THROUGH TECHNOLOGY Glenn Scott Schnieder Electric	TOWARDS A SMART CAMPUS: INTEGRATING VIRTUAL AND PHYSICAL LEARNING SPACE John Holm SocioDesign	MANAGING MULTI- NATIONAL MULTI- CAMPUS COMPLEXITY ADMINISTRATION AT MONASH SOUTH AFRICA Mark Hatwell Monash University

## **PROGRAM** TUESDAY 17 SEP

CONCURRENT SESSION H 2.25PM – 3.15PM	GRAND BALLROOM 1 PEOPLE, TECHNOLOGY & PLACE: A MODEL FOR INTEGRATED LEARNING & SERVICES ENVIRONMENTS Vana Glavinic May Robert Lustri University of South Australia	2 GRAND BALLROOM 2 ADVANCED STANDING: A STUDY IN HOW TECHNOLOGY DRIVES TRADITIONS Sophie Buck Katrina White University of Western Sydney	GRAND BALLROOM 3 TOMORROW'S CAMPUS: GAINING THE COMPETITIVE ADVANTAGE THROUGH MASTER PLANNING: A COMPARATIVE ANALYSIS OF THE GOS MASTER PLANS Adam Davies HASSEL
CHANCELLOR 4 GUIDING AN EMPOWERED WORKFORCE THROUGH SIGNIFICANT CHANGE BY BUILDING RESILIENCE & APPLYING THE ADKAR PRINCIPLES Jarrod Shearer Stephen Rothman University of Auckland	5 CHANCELLOR 6 THE TYREE ENERGY TECHNOLOGIES BUILDING: THE IMPORTANCE OF FACILITIES & INFRASTRUCTURE TO ACHIEVING POSITIVE & ENDURING ENVIRONMENT & SUSTAINABILITY OUTCOMES Derek Jacobs & Michael Lynch Brookfield Johnson Controls Alistair Sproul University of New South Wales	6 HARBOUR VIEW 1 INFORMATION MANAGEMENT: MOVING FROM 'SO WHAT' TO 'YES PLEASE' Sandra Jeffries University of the Sunshine Coast	7 HARBOUR VIEW 2 FROM TREND TO TRADITION: CEMENTING A PLACE FOR CRITICAL REFLECTIVE PROFESSIONAL PRACTICE IN TERTIARY EDUCATION MANAGEMENT Dr Heather Davis LH Martin Institute Dr Jenny Moon Bournemouth University
	3.15PM – 3.45PM AFTER	NOON REFRESHMENTS	Hames SHarley
3.45PM - 3.50PM	SPONSOR SPEAK EASY Glenn Scott		Schneider
3.50PM – 3.55PM	SPONSOR SPEAK EASY Robert Hickson		Toge 1 stores   adapt   responsed
3.55PM - 4.40PM	FROM TEMA TO TEMMA Bob Brown		india 1 fraud 1 april 1 dedicant
4.40PM	CLOSE OF DAY 2		
5.00PM - 6.30PM	SPONSORS AND EXHIBITORS (INVITATION ONLY) Jones & Co Room, Henry Jones A		
6.30PM	TEMC DINE AROUND Various Restaurants around the	e Hobart Waterfront	
7.00PM	ATEM GHOSTS SOIREE Remi de Provence		

## **PROGRAM** WEDNESDAY 18 SEP

7.00AM	REGISTRATION DESK OPENS		
8.30AM - 8.45AM	WELCOME TO THE DAY & HOUSEKEEPING		
8.45AM - 8.50AM	SPONSOR SPEAK EASY Paul Morgan		pmA
8.50AM - 9.35AM	LEADING ON THE EDGE Rachel Robertson		$pm_A$
9.35AM - 9.45AM	ATEM SPEAK EASY Stephen Weller		atern Printer and
9.45AM - 10.30AM	10 THINGS OPEN UNIVERSITIES AUSTRALIA KNOWS ABOUT EDUCATION Paul Wappett Chief Executive Officer, Open Universities Australia		
10.30AM - 10.35AM	LAUNCH OF TEMC 2014		
	10.35AM - 11.00AM MO	RNING REFRESHMENTS	campus living
CONCURRENT SESSION I 11.00AM - 11.50AM	CRAND BALLROOM 1 PLANNING, DESIGN & INFRASTRUCTURE CONSIDERATIONS FOR COGENERATION & TRIGENERATION SYSTEMS IN EXISTING FACILITIES Craig Walter A.G. Coombs Group	2 GRAND BALLROOM 2 SPACE UTILISATION: A NEW HOPE - NO MORE MANUAL SURVEYS Bryce Hutchinson University of Technology Sydney	GRAND BALLROOM 3 INTERNATIONALISATION OF CURRICULUM DEMANDS INTERNATIONAL APPROACH TO DESIGN Sean Wooster UmowLai
	5 CHANCELLOR 6 BUILDING A SUCCESSFUL BUSINESS CASE FOR PROCUREMENT OF A NEW UNIVERSITY BUILDING Mary-Louise Huppatz Andrew Hutson University of Melbourne	6 HARBOUR VIEW 1 GETTING THE FACULTY READY FOR GROWTH THROUGH PROCESS IMPROVEMENT Mark Medosh Queensland University of Technology	7 HARBOUR VIEW 2 MORE THAN A TOOL: EMPLOYING TECHNOLOGICAL INNOVATION ALONG WITH TARGETED SUPPORT TO FACILITATE CULTURAL CHANGE Dr Qurat Tariq Sharon Short University of Western Sydney

## **PROGRAM** WEDNESDAY 18 SEP

CONCURRENT SESSION J 11.50AM - 12.45PM	GRAND BALLROOM 1 FUNCTIONALITY - A FUNCTIONALITY - A FUNCTIONALITY - A FUNCTIONALITY - A FUNCTIONALITY - A FUNCTIONALITY - A SUSTAINABLE ASSETS DI JOHANN MCDULING MCDULING YOUNG Kerry Devine Edith Cowan University	2 GRAND BALLROOM 2 IF YOU BUILD IT, THEY WILL COME: DELIVERING IN SAUDI ARABIA Sheryl Morgan Wintec	3 GRAND BALLROOM 3 A FINANCE SHARED SERVICES MODEL AT MONASH, THE SEQUEL: A COLLABORATIVE A COLLABORATIVE A COLLABORATIVE A COLLABORATIVE A COLLABORATIVE A COLLABORATIVE A COLLABORATIVE A COLLABORATIVE A COLLABORATIVE MONASH, THE SEQUEL: MONASH, THE SEQUEL:	
	CHANCELLOR 6 THE REALISITIES AND INTRICACIES OF SHARED ACADEMIC WORKSPACES Andrew Hutson University of Melbourne	6 HARBOUR VIEW 1 STANDING UP TO GOVERNMENT: MOVING TOWARDS HIGHER EDUCATION POLICY THAT WORKS John Pike Murdoch University	T HARBOUR VIEW 2 A "FORTUNATE" MISFORTUNE - DEVELOPING A CAMPUS IN ANSWER TO UNUSUAL CIRCUMSTANCES Fiona Haynes Grant McPhail Christchurch Polytechnic Institute of Technology	
12.45PM – 1.45PM LUNCH/POSTER PRESENTATIONS				
CONCURRENT SESSION K 1.45PM – 2.35PM	GRAND BALLROOM 1 DEVELOPING & STICKING TO THE DESIGN PRINCIPLES Colin Sakinofsky SKM Maree Gleeson University of Newcastle	CRAND BALLROOM 2 GRAND BALLROOM 2 HOW TO PLAN RETAIL TO MAXIMISE THE CAMPUS LIFE EXPERIENCE WHILE ENHANCING COMMERCIAL REVENUE STREAMS Suzee Brain Brain and Poulter	GRAND BALLROOM 3 A REVIEW OF TRENDS SHAPING UNIVERSITIES TODAY Maree Conway Thinking Futures	
	CHANCELLOR 6 SUCCESSFUL DELIVERY OF ADAPTIVE RE-USE PROJECTS Harlem Suhanic Vince Donato ISIS Group Australia	6 HARBOUR VIEW 1 MAKING A VIRTUE OF THE VIRTUAL: BUT ARE WE ACTUALLY READING? Helen Matich Monash University	7 HARBOUR VIEW 2 POSITIVE WORKPLACE CHANGE: ENABLING A DEVELOPMENT APPROACH TO CHANGE FOR PROFESSIONAL STAFF Melissa Roughley Sally Davis University of New South Wales	

## **PROGRAM** WEDNESDAY 18 SEP

CONCURRENT SESSION L 2.35PM – 3.25PM	GRAND BALLROOM 1 THE CHALLENGES & BENEFITS OF REFURBISHING HERITAGE BUILDINGS FOR STATE OF THE ART RESEARCH LABORATORIES Robert McAdam SKM Lynn Green Queensland University of Technology	CRAND BALLROOM 2 OVERCOMING THE ELECTRIC CHARGE TECHNOLOGIES & SCHEMES FOR REDUCING ELECTRICITY COSTS & CARBON EMISSIONS IN A CHANGING MARKET PLACE Nick Bamford Aecom	3 GRAND BALLROOM 3 CASE STUDY: DEVELOPMENT OF A POLICY EVALUATION FRAMEWORK FOR THE UNIVERSITY OF TASMANIA CASUAL TEACHING STAFF POLICY Brigid Freeman University of Melbourne
	5 CHANCELLOR 6 THE DIGITISATION OF THE BUILT ENVIRONMENT - BIM AND WHAT IT MEANS FOR HIGHER EDUCATION FACILITY MANAGEMENT Warrick Stannus A.G. Coombs Group	6 HARBOUR VIEW 1 MAKING MUSIC IN RESEARCH INTENSIVE UNIVERSITIES David Malone University of Tasmania	7 HARBOUR VIEW 2 MAKING A DIFFERENCE - ENGAGING UNIVERSITY STAFF & STUDENTS IN THE LOCAL COMMUNITY Katrina Robinson University of Wollongong
	3.25PM - 4.00PM AFTER	RNOON REFRESHMENTS	campus living villages
4.00PM - 4.05PM	SPONSORS SPEAK EASY Ken Loh		and the second s
4.05PM - 4.50PM	THE GREAT ESCAPE Darren Flanagan & Todd Russell		
4.50PM - 5.00PM	CONFERENCE CLOSE AND THANK YOU Joanne Austin Convenor TEMC 2013		
7.00PM – MIDNIGHT	TEMC CONFERENCE GALA DINNER Convicts, Captains, Wenches & Ladies MAC2 Please assembly at the Hotel Grand Chancellor at 6.45pm		

## **GUEST** SPEAKERS



## **Professor David Sadler**

Deputy Vice-Chancellor (Students and Education) University of Tasmania

Professor David Sadler is Deputy Vice-Chancellor (Students and Education) at the University of Tasmania, Australia. He also serves on the Strategic Advisory Committee of the Office for Learning and Teaching (OLT)

In his role at UTAS, David oversees the broad field of technology enhanced learning and teaching. UTAS is present in the MOOC space through two MOOCs - dementia care and oceanography and Antarctic studies - as well as a major force in Open Educational Resources (OERs). With a colleague, David won a major OLT grant in 2011 to develop a community of practice using OERs in Adaptation studies across four Australian universities. In 2012 David authored a piece on MOOCs for 'The Conversation' and was one of five authors to be asked to speak at the 2012 OLT/Conversation symposium on MOOCs. David was also an invited keynote at the 2012 National OER symposium

Prior to joining UTAS, David was a Director at the Higher Education Academy in the UK. There he led the national priority theme of technology enhanced learning and devised the £13m OER initiative (phases 1&2) with senior colleagues at JISC. He also served on the HEFCE review of online learning "Collaborate to Compete" (2010-2011). David is a UK National Teaching Fellow in recognition of his work in simulation and elearning



**Dan Gregory** Chief Executive Officer The Impossible Institute

Dan Gregory is a speaker, author, educator and innovator. He is the cofounder and CEO of The Impossible Institute™, an innovation and engagement organisation that advises management and sales departments on what truly drives their customers and employees, builds highly functioning, multidisciplinary teams with collaborative intelligence, applies discipline to creativity, removing the randomness and imitation from innovation and strategic planning, and advises the C-Suite and boards on how to lead with the power of a purposeful and compelling identity in a rapidly changing world.

### SHIFT - What's Next? What's Already Here?

The world is evolving at an exponential rate. Product lifecycles are shrinking, competition is increasing and business models and processes that were immensely successful in the past are failing with no fall back in place. In this environment, an understanding of what's driving these changes and where they are taking us from and to is critical.

Just as important is the ability to decide which of these changes will be both appropriate and profitable for your organization. Adaptability is far more than an ability to follow trends or predict change, it's also about knowing what not to change and driving what needs changing.

Today, success lies less in managing change and more in understanding the underlying causes of that change and the underlying purpose within a business, cause or movement.

In this smart and practical presentation, Dan Gregory will outline:

- What's changing in our community, technology, our values, our institutions and in the marketplace
- How to identify the unchanging core of your business' identity
- How to take what needs changing and turn issues management into asset production
- How to create a culture that embraces, adapts and profits from change





## Linda Kristjanson

vice-Chancellor & President Swinburne University

Professor Linda Kristjanson is Vice-Chancellor and President of Swinburne University, a progressive university focused on world-class research, high-quality teaching and active engagement with industry. The university educates 60,000 students a year and is one of the top 400 universities in the world as measured by the Academic World Ranking of Universities (AWRU).

Professor Kristjanson was previously Deputy Vice-Chancellor, Research & Development at Curtin University. She is a Graduate of the Australian Institute of Company Directors and is a non-Executive Director of the Australian Synchrotron Company Ltd. She Chairs the Board of AuScope Ltd, a national company that deploys earth science research infrastructure capability.

Professor Kristjanson has served on a number of Cooperative Research Centre Boards - including the CRC for Spatial Information and Australian Biosecurity CRC for Emerging Infectious Diseases. She was a member of the Board of the International Centre for Radioastronomy Research to support the development of Australia's radioastronomy capability.

Linda has been a pioneer in the field of palliative care research - recognised recently by the Bethlehem Griffith Research Foundation lifetime achievement award. In 2002 Professor Kristjanson was named the Australian Telstra Business Woman of the Year in recognition of her entrepreneurial work in health, science and innovation.

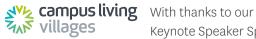
### **Change & Continuity in Tertiary Education: A Case** Study in Navigating Turbulent Seas

This paper will present an analysis of current changes in tertiary education and the impact of these forces on longstanding cornerstones of tertiary education. Tensions between innovation and tradition will be discussed, supported by an argument that a healthy tertiary education sector must welcome the dialogue and debate that these tensions offer.

Questions will be posed about how we distinguish a trend from "fashion" in tertiary education and how we identify and respond to emerging trends. Changes examined will include advances in technology, expectations related to access and the democratisation of knowledge, innovations in pedagogy, imperatives to assure quality, developments of knowledge domains, and prospects for timing and engagement with education. Key elements that underpin traditions of tertiary education will be discussed with consideration given to ways in which these traditions are relevant and continue to inform sound tertiary education.

Professor Kristjanson will discuss these issues as they apply to challenges that Swinburne University of Technology has navigated during the past year. Swinburne is an innovative provider of tertiary education, with six campuses based in the eastern suburbs of Melbourne and in Sarawak, Malaysia. Annually, the University educates 60,000 students with programs ranging from Certificates to PhD level and is recognised as one of the top 400 universities as measured by the Academic Ranking of World Universities.

Swinburne's story offers an instructive case-study of how a university is embarking upon a bold future vision – building on deep traditions, an appetite for innovation and a track-record of adaptation. Current changes in tertiary education will test all universities' abilities to steer a clear and effective course. Questions prompted by this case study will invite participants to examine ways in which universities can proactively implement change anchored by unassailable traditions.



Keynote Speaker Sponsor



Mark McCrindle Director McCrindle Research

Director of McCrindle Research, a firm that has worked with over 100 of Australia's largest companies, Mark has spent most of his career working as a social researcher for various companies before founding his own. Since then, his company has made a name for itself for being able to generate pertinent, detailed information and turning that raw data into highly valuable research, reports, and presentations. On his own, Mark McCrindle's skills and knowledge have made him one of the most respected industry experts and commentators in the country and the world. He has appeared on Sunrise, The Today Show, 7pm Project, Today Tonight, 2UE, and AB. He is also the author of two incredibly well-received books; ABC of XYZ: Understanding the Global Generations, and Word Up: A Lexicon of the New Generations.

#### Know the Times, Shape the Trends: The Top Trends Transforming Students, Institutions & Society





### **Bob Brown**

Bob Brown helped establish the Wilderness Society, which organised the blockade of the dam works on Tasmania's Franklin River in 1982, and acted as a Director for five years. In 1983, he was elected as the first Green into Tasmania's Parliament. As a state MP, Bob introduced initiatives such as Freedom of Information, Death with Dignity, lower parliamentary salaries, gay law reform, banning the batteryhen industry, nuclear free Tasmania and protection of native forests. Labor and Liberal voted against his 1987 bill to ban semi-automatic guns, 7 years before the Port Arthur massacre. In 1996 Bob was elected to the Australian Senate where he led the national debate on climate change, Australia's involvement in war, the green economy, preventative healthcare, conservation, and human rights. He introduced many private senators' bills including electoral and parliamentary reform, rights of the territories, junk food advertising, mandatory sentencing, and forestry. Bob was elected leader of the Greens in 2005. Bob resigned from the Senate in June 2012 to establish the Bob Brown Foundation, a not for profit organisation dedicated to supporting environmental campaigns and green causes in Australia and our region. He is a published author and acclaimed

## From TEMA to Temma, The Journey Out of the Immediate into the Expansive in Time and Space.

Bob Brown will take us for a walk through his Universe to the magnificent but doomed Tarkine Wilderness in northwest Tasmania. For what is tertiary education if we do not have our feet on the ground? H G Wells observed that history is a race between education and disaster. One hundred years later Brown says that disaster may be nosing ahead. He is definitely on the side of education. photographer.





## Rachel Robertson

Rachael Robertson successfully led a 12 month expedition to the Antarctic's Davis Station, and is only the second female to do so. Rachael's story of success and achievement explores Leadership, Management, Performance and the ability to adapt to a changing environment.

### Leading on the Edge

Antarctica is at once fascinating, awe-inspiring, exquisite and heart-breaking.

It is a place steeped in tradition, with stories and myths of an heroic era of exploration long past. Shackleton, Mawson, Scott, Amundsen are all names synonymous with courage and bravery: men who inspired others with their dedication to unlocking the secrets of this mysterious frozen land at the bottom of the planet.

Times change, and while the lure of this mystical place still draws the intrepid and the interested, new trends and technologies mean modern day expeditions are supported by a vast array of specialist equipment, highly-skilled people and importantly they now have regular communication with the rest of the world.

As the expedition leader Rachael had an important role in maintaining and honouring the traditions, ceremonies and rituals of the past while ushering in new policies and procedures that meet the needs of a contemporary workplace. This balancing act is a skill necessary for all leaders in tertiary education management.

In this presentation Rachael shares her leadership insights, together with some practical tools for building teamwork, gained from a year spent in the most extreme workplace on the planet. It truly is leading on the edge.



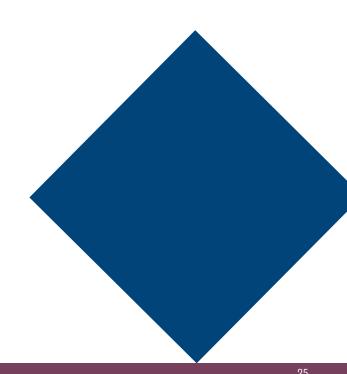
### **Paul Wappett**

Chief Executive Officer Open Universities Australia

Paul Wappett is the Chief Executive Officer of Open Universities Australia. Paul was appointed to the position on 13 February 2012. Prior to his employment with Open Universities Australia, Paul was the Executive General Manager Strategy for CPA Australia. In his role there, Paul was responsible for CPA Australia's positioning in the external market, how CPA Australia measured its performance and for ensuring CPA Australia had the organisational capacity to deliver on its business promises. A lawyer by profession, Paul's previous positions have included legal roles at Clayton Utz and Mobil Oil Australia, and commercial roles with Mobil and the Western Bulldogs Football Club. Paul has degrees in commerce and law from the University of NSW and an MBA from Melbourne Business School and still harbours dreams of one day opening the batting for the Australian cricket team.

### 10 Things Open Universities Australia Knows About Education

Open Universities Australia is a world leader in online learning. Join OUA's Chief Executive Officer, Paul Wappett as he summaries the top 10 things they have learnt about education and the way students learn since their inception over 20 years ago.





## Darren Flangan & Todd Russell

### The Great Escape

The story of the Beaconsfield miners has a place in history as one of the greatest stories of Australian mateship, courage and survival ever told.

Darren Flanagan received a call late on the Sunday night telling him that Beaconsfield Miners Todd Russell and Brant Webb were still alive. How that one phone call changed Darren's life from that of an ordinary family man to a real hero of the great escape is an emotive, dramatic and extraordinary story.









The ANU Colleges of Science Teaching Building, with the UNA Sculpture by Wolfgang Butress, Canberra ACT





UniSA Learning Centre, Adelaide SA



The ANU Teaching Building, Canberra ACT



The South Australian Health and Medical Research Institute (SAHMRI), Adelaide SA

Hindmarsh is a diverse, multidisciplinary business with offices in Adelaide, Brisbane, Canberra and Sydney. A leader in property and construction, Hindmarsh also delivers specialist services in retirement, parking and venture capital.

Over 30 years, Hindmarsh has delivered many special purpose institutional facilities. Hindmarsh is currently working on a diverse range of projects across Australia, including the University of South Australia's Learning Centre (\$80M) and the South Australian Health and Medical Research Institute (SAHMRI - \$200M) with the \$240M ANU Colleges of Science nearing completion. Aspire in the heart of Sydney's vibrant CBD and Montrose, North Sydney are in the early stages of construction with Brooklyn on Brookes in Brisbane's Fortitude Valley, set to mark a new standard for contemporary urban living.

Hindmarsh is committed to providing exceptional services to its customers, harnessing and encouraging the skills of its staff, respecting the principles of good corporate citizenship and ethical behaviour, and in the process, benefiting the broader community.

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## SOCIAL PROGRAM

## **Conference Events**

Entry to these events should have been booked with your registration; however there may still be some spaces available. Please check availability with Leishman Associates staff at the Registration Desk. Payment will be required at booking.

## Welcome Reception

### SUNDAY 15 SEPTEMBER 6.00PM - 9.00PM

#### MONA

Sponsored by Hindmarsh



There are so many things that make Tasmania unique. Nature, history...and some of the freshest, premium quality seasonal produce, finest boutique beer and cool climate wines in the world.

Enjoy renewing old acquaintances and making new ones, whilst experiencing a selection of fine Tasmanian food and wine to begin your Hobart stay in a truly Tasmanian way.

The Welcome Reception will be held at the truly unique and world renowned MONA (Museum of Old and New Art). Guests will have the choice of travel to MONA via luxury coach or enjoy a cruise up the River Derwent.

There will be two departure times via ferry and coach to MONA 4.30pm and 5.30pm. You would have been asked to select your preferred departure time prior to the conference. You will find your Ferry ticket in your name badge pocket. If not please see the staff at the Registration Desk.

Please meet in the foyer of the Hotel Grand Chancellor 15 minutes prior to your scheduled departure to be escorted to Brooke Street Pier.

Delegates MUST wear their name badge to the Welcome Reception if departing on the 4.30pm ferry.

There are a considerable number of stairs when you arrive ar MONA. If you have difficulty with stairs please speak with the boat crew as you board the ferry they will arrange for you to disembark at a different pier.

Dress – Smart Casual

## **Conference Dinner**

WEDNESDAY 18 SEPTEMBER 7.00PM – 12MIDNIGHT

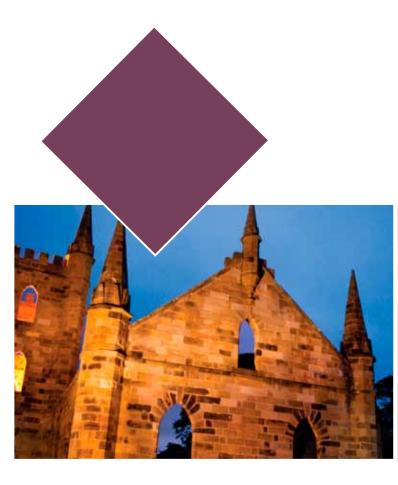
MAC2 Sponsored by Woods Bagot and Wilde & Wollard



The theme of this year's dinner is *Captains, Convicts, Wenches and Ladies*. To be held in the historic MAC2. Be transported back in time to the early settlement of Van Diemen's Land. Delegates are encouraged to dress to the theme. To help with this we have organised a costume company to come to the Hotel Grand Chancellor so you can pick your outfit.

MAC2 is in easy walking distance from the Hotel Grand Chancellor and other conference hotels, so transport will be provided.

Dress – Formal after five or theme



## **Dine Around Evening**

#### TUESDAY 17 SEPTEMBER 6.30PM

#### Various Restaurants Around Hobart's Waterfront

TEMC is offering delegates a chance to enjoy some of the host cities favourite restaurants in an organised informal dinner setting. The organising committee have selected a few of their favourite restaurants and we have arranged a booking and special menu at each place. Each menu will be banquet style or a three course meal.

This is an optional event and delegates can choose a restaurant that suits their tastes and budget while enjoying the company of other delegates. All restaurant prices are for a meal only and must be paid for in advanced as part of your registration. Drinks can be purchased from the restaurant direct on the night. All restaurants are within an easy 15 minute walk or less of the Hotel Grand Chancellor

If you would like to book into the dine around evening please see the staff at the Registration Desk prior to lunch time on Monday 16 September.

Restaurant's include:

Mures Upper Deck Smolt The Drunken Admiral Mezethes Greek Taverna RockWall Bar and Grill The Ball and Chain \$80 per person
\$75 per person
\$75 per person
\$65 per person
\$75 per person
\$75 per person

### Fitness Program

TEMC will be offering a fitness program each morning of the conference. There will be two activities to choose from. They are included in your conference registration. Each activity will run for approximately 45 minutes on Monday, Tuesday and Wednesday mornings.

If you would like to join one of these groups please see the staff at the Registration Desk to enrol. Bookings are required as maximum numbers do apply.

All sessions will commence from the Registration Desk at the Hotel Grand Chancellor and will be conducted by fully qualified instructors from Genesis Health and Fitness. Please arrive 10 minutes early to ensure an on time start.

MONDAY 16TH SEPTEMBER	6.30AM
TUESDAY 17TH SEPTEMBER	6:30AM
WEDNESDAY 18TH SEPTEMBER	6.30AM

### Bootcamp

A personalised boot camp session will be held each morning with a certified fitness instructor for approximately 45 minutes.

## **City Walk**

A personalised walking program starting from the Hotel Grand Chancellor each morning. The 45 minute walk will take in Hobart's waterfront and city streets.



## TEFMA EVENTS

## TEFMA DINNER

MONDAY 16 SEPTEMBER 6.30PM - 11.30PM

### The Atrium, Henry Jones Art Hotel

Join TEFMA members to celebrate the achievements of the year. The annual dinner is a great occasion and this evening will be no exception.

The TEFMA Dinner will be held in the Historic Henry Jones Art Hotel IXL Atrium. The original home of IXL Jam. -At three storeys high, the IXL Atrium is the largest glass atriums in the Southern Hemisphere. This magnificent space provides the centrepiece to the surrounding complex, is sensitively integrated into the fabric of the original building and reveals glimpses of the old jam factory interior.

TEFMA Members need to register to attend this function.

Please note this function is open to TEFMA members and their partners ONLY.

TEFMA Business Partners are entitled to two (2) tickets to the TEFMA Dinner at the member rate of \$55. Additional tickets must be purchased at the full rate of \$170 per person.

Dress –After five

## TEFMA Breakfast & AGM

#### TUESDAY 17 SEPTEMBER 7.00AM - 9.00AM

#### Harbour View Room One, Hotel Grand Chancellor

Enjoy the start of your day with a hearty breakfast and get the latest information on the year that was and future plans for our association. Breakfast will be followed immediately by the TEFMA AGM from 0815 – 0900 all members are encouraged to attend.

Attendance is free for TEFMA members.

Dress – Smart Casual or Informal Business

## **ATEM** EVENTS

## ATEM Awards Night

### MONDAY 16 SEPTEMBER 6.30PM – 10.30PM Cascade Visitors Centre

The presentation evening for the 2013 ATEM Best Practice Awards will be held on Monday 16 September. We will gather again to honour the work being done by our bright and innovative members.

Cascade is Australia's oldest brewery – and the most beautiful. It has been around since 1824 making it Australia's oldest manufacturing enterprise. It is the pride of Tasmania, Australia's smallest state in land area but definitely not in beer heritage.

Please note this event is not a sit down dinner, however substantial canapés will be served throughout the evening.

Dress –After five

## ATEM Breakfast and Member Forum

### TUESDAY 17 SEPTEMBER 7.00AM - 9.00AM

#### Grand Ballroom 1 & 2, Hotel Grand Chancellor

For those that enjoy an early start, share a hearty breakfast with colleagues and find out what has happened in your association over the last year and what lies ahead. All ATEM members are encouraged to attend.

## ATEM Ghosts Soiree TUESDAY 17 SEPTEMBER 7.00PM

#### Remi de Provence

Enjoy the 14th Ghosts Dinner with a touch of France at Remi de Provence. A truly French experience with owner and Master Sommelier Remi Banca.

This is an invitation only event





Association for Tertiary Education Management





## WILDE

AND

### V O O L L A R D

## Wilde and Woollard is one of Australia's oldest and most respected Quantity Surveying Practices.

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## **SPONSORS**

The 2013 Tertiary Education Management Conference would like to thank all of the Sponsors and Exhibitors for their invaluable support and help in making this conference a great success.

## **Conference Dinner Sponsor**



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We assist our institutional clients to leverage the built environment to their strategic advantage.

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## **Conference Dinner Sponsor**



Wilde and Woollard is one of Australia's oldest and most respected quantity surveying practices employing in excess of 100 staff across all states. We are a leading provider of cost management services to the Higher Education sector and enjoy an excellent reputation for innovation and high quality personalised service. We provide a range of specialist services to assist our clients manage large capital works projects, minor works programmes, master planning and asset management activities across large property portfolios. Longtime members and supporters of TEFMA/TEMC we look forward to again supporting this year's Conference.

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## Welcome Reception Sponsor

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Hindmarsh has completed some of the most high profile special purpose buildings in Australia including The Flinders Centre for Innovation in Cancer, Adelaide and The John Curtin School of Medical Research for the ANU.

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## **Coffee Lounge Sponsor**

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As a global specialist in energy management with operations in more than 100 countries, Schneider Electric offers integrated solutions across multiple market segments, including leadership positions in Utilities & Infrastructures, Industries & Machine Manufacturers, Non-residential Buildings, Data Centres & Networks and in Residential. Focused on making energy safe, reliable, efficient, productive and green, the Group's 130,000 plus employees achieved sales of 22.4 billion euros in 2011, through an active commitment to help individuals and organisations make the most of their energy.

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The University of Tasmania (UTAS) was founded over 123 years ago, making it one of Australia's oldest universities. Today we're recognised as an international leader, ranked in the top 3% of universities world-wide.\*

UTAS is committed to excellence in learning and teaching, and in 2012 received more teaching awards<sup>^</sup> than any other Australian university. Our curriculum is focused on global knowledge, skills and perspective

UTAS offers an environment of academic excellence where students and staff can pursue their goals and challenge their thinking.

For more information on study or career opportunities, contact UTAS today.

- \* Academic Ranking of World Universities 2012
- <sup>^</sup> Australian Government Office of Learning and Teaching

#### www.utas.edu.au

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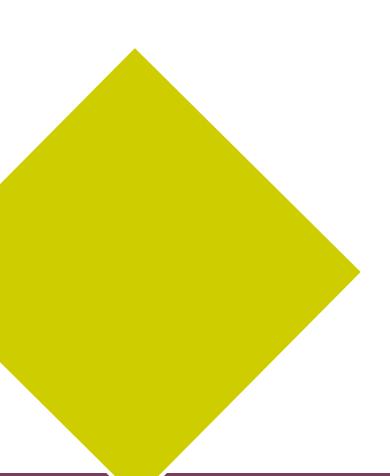


Swinburne's Faculty of Business and Enterprise is a business school renowned for innovation and entrepreneurship, where innovation infuses its practice – in teaching, research and community engagement.

As the hub for Australia's top innovation and entrepreneurship research, we are known for cutting-edge courses and curricula, and for graduates who think outside the square in figuring out new business models for taking new technologies and ideas to market.

Our undergraduate and postgraduate courses equip graduates with the practical skills and knowledge needed for a successful business career. Our connections with industry and job skills focus combine with excellent teaching to provide our students with the competitive edge needed for today's modern work environment.

#### www.swinburne.edu.au/business



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Lyons is one of Australia's largest and innovative architectural firms specialising in the briefing, design and documentation of major University, TAFE and Research facilities.

Current and recent projects by Lyons include the new Swanston Academic Building for RMIT University, Colleges of Science at the Australian National University, the Melbourne Brain Centre at the University of Melbourne and the Central TAFE Redevelopment in Perth.

Lyons has acknowledged leadership skills in facilitating effective user and stakeholder input through its unique Workshop methodology.

Lyons was established in 1995 and has grown to a firm of over 65 in-house professional staff, lead by five Directors, Corbett Lyon, Cameron Lyon, Carey Lyon, Neil Appleton and Adrian Stanic.

www.lyonsarch.com.au

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As a global specialist in the field of student accommodation, Campus Living Villages (CLV) has established itself as a leading provider of quality facilities and exciting student communities.

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CLV's reputation for excellence rests on its experience in diverse international markets, a commitment to sustainable, long-term relationships with partner institutions and a strong residential life program designed to support residents as they 'Live, Learn and Grow'.

As a business, CLV goes beyond providing quality buildings and facilities, working to create exciting communities, learning opportunities and memories for residents that last a lifetime.

www.campuslivingvillages.com

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Capital Insight is an independent service provider. We are leaders in the planning and delivery of high profile, small to large scale, complex projects and programs of work predominantly in the social infrastructure sector, including Tertiary Education and Research.

We provide a comprehensive range of value added services in the areas of feasibility and planning, project strategy, project delivery and property advisory utilising our in-house resources and drawing on the diverse background and extensive experience of our staff.

#### www.capitalinsight.com.au

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pmA

Paul Morgan Architects specialises in University and TAFE projects, masterplanning and urban design. Expertise includes flexible learning spaces, laboratories, clinics, libraries, the hybridisation of TAFE and university buildings, demystifying sustainable design and the 'identity' of educational institutions. The practice has completed over seventy University and TAFE projects for, amongst others, Melbourne, Monash, La Trobe, RMIT and Victoria Universities.

The practice was awarded the national AIA Robin Boyd Award in 2007 and has been exhibited in the 2012 and 2008 Architecture Biennales in Venice, the 2012 Istanbul Biennale, the World Architecture Festival in 2008 and the Architecture Biennial Beijing in 2004.

www.paulmorganarchitects.com

# A bright future, defined by a rich past.

The University of Tasmania was founded over 123 years ago, making it one of Australia's oldest universities.

Today we're recognised as an international leader, ranked in the top 3% of universities in the world.\*

It's that merging of rich heritage with strength of character that guarantees our greatest achievements are still to come.



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\*Academic Ranking of World Universities 2012

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Integrated Technical Management is a national organisation specialising in the delivery and management of technical building services with flexible alliance and partnership delivery models. With a focus on critical building technologies ITM provides professional management and multi-skilled technical resources to deliver safe, efficient and compliant facilities, together with project management, sustainability support and strategic technical advice.

As a single point of reference for technical 'hard FM' services ITM is able to accept and manage operational risks and accountability for whole of life performance. This is underpinned by sophisticated computerised information and reporting management systems with full field connectivity and customer web services.

The higher education sector is a focus for ITM with particular capabilities in campus style multi building operations and facilities that include highly technical research and development facilities and critical data processing installations.

Other focus areas include data centres, commercial, industrial and major retail facilities, acute healthcare facilities and art galleries, museums and large public venues.

ITM offers significant technical resources and capabilities, supported by leading industry specialists, to provide vendor independent, best of breed solutions focused on customer and facility requirements.

ITM is a member of the A.G. Coombs Group.

#### www.techfm.com.au

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Umow Lai, a multi-disciplinary building services engineering and sustainability consultancy, provides high quality, innovative, sustainable and cost-effective design solutions to the Australian and international markets.

Founded in Melbourne in 1991 by George Umow and Dominic Lai, Umow Lai employs over 120 staff in Melbourne, Sydney and Brisbane.

Solution driven, Umow Lai's commitment to enhance the scope and quality of consulting services offered to our clients is the underlying principle in the delivery of our professional services.

Our people are experienced and respected amongst their peers. Our consultants regularly present at forums and seminars and lecture for Engineering / Sustainability courses at a number of Universities.

The firm provides planning, design and documentation and contract administration consulting services for new and refurbished building projects in the following sectors:

- > Education
- > Research & Laboratory
- > Health & Aged Care
- > Office & Commercial
- > Government
- > Residential
- > Sport & Recreation
- > Justice
- Telecommunications
- > Data Centres
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- Civic & Municipal

#### www.umowlai.com.au

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IDentiTech is a full service provider of visitor and contractor management systems, photo ID cards, access cards, printers, consumables, card accessories and corporate identity products such as custom-printed clothing and merchandise. We have complete in-house production and mailing facilities for ID cards with the ability for you to manage your own data online.

Our focus on identity management using photo ID cards and plastic ID cards has opened the opportunity to excel as a full identity, database and credential management provider.

www.identitech.com.au

## Day Refreshment Break Sponsor Hames SHarley

Hames Sharley is an award winning design firm specialising in architecture, interior design, urban design and planning, and landscape architecture. Established in Adelaide in 1975, the practice operates offices in Adelaide, Brisbane, Darwin, Melbourne, Perth and Sydney.

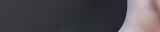
At Hames Sharley, our portfolio of work is diverse as it is innovative, positioning us as a leader in the international marketplace. We have a rich culture of provoking and sharing new ideas and dedicate ourselves to exceeding client expectations in project delivery. All projects are designed to world class standards and are constantly recognised by our industry peers through awards we have received.

www.hamessharley.com.au

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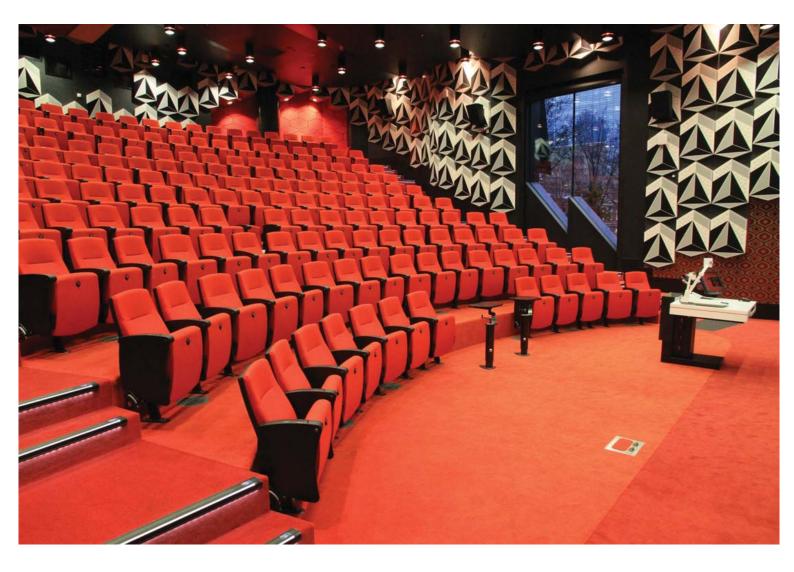
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The strength of ICAD is in the provision of professional and technical FM consulting services directed towards database development and migration, integration with financial and human resource systems, web-based applications and administration and system training. Furthermore, our systems provide solutions through computer applications of the built environment, such as computer aided design (CAD) and facilities management technologies.

As the largest Australian business partner for ARCHIBUS Inc, Boston USA, ICAD also has a strong capacity to deliver, customise, implement and support the world leading facilities management software solution, ARCHIBUS/FM. Our clients benefit enormously from having accurate, up-to date and complete facilities information at their fingertips and this provides them with a strategic advantage in an increasingly competitive marketplace. It is for this reason that ICAD has established itself as a national leader in the emerging field of Total Integrated Facility Management (TIFM).

#### www.icad.com.au

## **Poster Session Sponsor**



Maree Conway runs Thinking Futures to work with people to grow Strategic Foresight Environments (SFE) in their organisations. An SFE is made up of curated and crowdsourced resources that deepen understanding of change happening 'out there' now and into the future, and connected and collaborative activities that inform and strengthen thinking 'in here' about strategic decisions today. The aim of an SFE is to enable people to achieve strategic goals today and to build sustainable futures for them and their organisations.

http://thinkingfutures/net

### **Conference Supporter**



John Holland, a wholly-owned subsidiary of Leighton Holdings Limited (ASX:LEI), delivers contracting, engineering and services solutions to the infrastructure, energy, resources and transport services sectors across Australia, New Zealand, South-East Asia, the Middle East and beyond.

Throughout our history, we have been entrusted with some of Australia's most iconic projects and have grown into a diverse contracting company with 6,671 employees and \$6.4b workin-hand.

Expertise in complex building and civil construction and technical engineering has been at the heart of our business for over 60 years. John Holland has created many innovative civil engineering and construction techniques, some of which have become industry standard. We also continue to lead the industry in the delivery of public building works, with specialist capabilities in the health, Defence and education sectors.

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DesignInc is an Australian based design company committed to an integrated approach to Architecture, Interior and Urban Design.

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www.designinc.com.au



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Swinburne University of Technology is a progressive and inclusive university, focussed on world-class research, highquality teaching and active engagement with both industry and the community. Our aim is to support our students to achieve their education and employment aspirations. We do this through offering career-relevant courses that blend acquiring practical skills with the necessary theoretical knowledge that will enhance their studies and meet future workplace needs, wherever in the world they pursue a career. Swinburne was ranked in the top 400 research-intensive universities in the world (top 10 in Australia, top 3 in Victoria) by the Academic Ranking of World Universities 2012.

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Deakin is a multi-award winning university with an international focus. We are young and innovative, offering excellent facilities and flexible learning.

More than 42 000 students study across our four campuses in Melbourne, Geelong and Warrnambool, as well as off campus – including more than 8000 international students.

Established in 1974, Deakin has been shaped by a focus on regional Victoria and a commitment to widening access to university.

We now live in a global, connected world. Our role is to ensure that Deakin graduates are able to thrive in any environment, with the skills and values to enable life-long success.

www.deakin.edu.au

www.swinburne.edu.au

# creating vibrant student communities

We believe that our responsibility extends beyond providing beds for our residents. We enhance campus living with a structured approach to residential life backed up by years of international experience and research.

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## **SPOTLESS**

As one of Australia's largest service companies, Spotless has extensive experience in providing managed services to tertiary education clients nationwide. We currently support 15 universities and multiple other tertiary institutions in Australia. Providing facilities management for tertiary facilities for over 30 years has provided Spotless with an in-depth understanding of the unique requirements of this specialised industry. Higher activity levels in repair and major preventative maintenance for example, is conducted during semester breaks to minimise disruption to student education.

Our experience has allowed us to quickly adapt to our tertiary clients' changing needs and identify, in conjunction with them, how we can best service their unique requirements.

#### www.spotless.com



Thousands of educators can't be wrong when choosing to fit out their education facilities with Sebel Furniture. Spend your budgets wisely and make the right investments by choosing Australia's leading furniture manufacturer and supplier to the education sector. Sebel has an extensive range and infrastructure in place to support you every step of the way. Sebel is now proudly part of KI, the largest supplier of furniture to universities in the US.

We will be exhibiting exiting new products that are ideally suited to collaborative learning at this year's conference.



Reliable Controls specialise in the design and manufacture of Internet-connected BACnet building controls. Building controls are known as direct digital controls, but can also be referred to as BACnet building automation systems or facility energy management systems.

Our "in-house" Development teams have engineered the innovative and dependable MACH-System<sup>™</sup> that incorporates these and other industry standards to monitor and control the complete spectrum of digital building equipment while remaining simple, flexible, competitively priced and backed by the 5 year Warrantee.

The Reliable Controls suite of products empowers Facilities Managers to create intelligent, energy conscious environments to the benefit of the owners and the occupiers.

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- <sup>^</sup> Australian Government Office of Learning and Teaching

#### www.utas.edu.au



With offices in Australia, New Zealand and Asia, Cyon has been servicing clients in this region for over 10 years. We are a wholly owned subsidiary of Scientia UK Ltd. (www.scientia. com) located in Cambridge, U.K.

Cyon is the market leader in the delivery of timetabling and resource management solutions for the Higher and Further Education sector. 95% of all universities in Australia and New Zealand use our solutions and services, including TAFE and Polytechnics institutions. Solutions include Portfolio, Programme and Project Management (PPPM) and effective space management.

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### LH Martin Institute

The LH Martin Institute was established, with the support of the Australian Government, to help leaders, professionals and academics gain an understanding of the rapidly changing tertiary education sector and translate that knowledge into effective management strategies for their institution. We aim to improve leadership and management in the tertiary education sector by assisting its current and aspiring leaders in fulfilling their missions. We do this through providing an integrated set of programs, events and research projects that are tailored to the particular needs of the sector.

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ESPAust.net.au delivers the ultimate in high quality, environmentally friendly, safety and compliance products. With flagship sites such the MCG and Melbourne Olympic Park and a strong presence within the education segment, our products have proven technology, performance and are the ultimate in innovative design. Our product range includes:

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The Australian Innovation Research Centre (AIRC) is part of the Faculty of Business at the University of Tasmania. Its fundamental aim is to build innovation capability through research, teaching and community engagement.

The AIRC answers big and important questions on the origins, patterns and impact of innovation and how to build and apply innovation capability to benefit society as a whole, or an economy, sector, organisation or community of interest.

Its world class scholarship informs its teaching with the AIRC delivering Professional Development programs, Postgraduate and Undergraduate teaching and Higher Degree by Research supervision across the fields of innovation, creativity, enterprise and commercialisation.

## 

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We design and deliver unique and sustainable seating, professional customer service, high quality products and innovative solutions.

Camatic understand that comfort is a crucial part of patrons overall experience and our intelligent and ergonomic designs provide hours of comfort. Appealing and flexible designs feature a range of materials from metals, sturdy plastics to plush fabrics and the warmth of natural timber. Our seating is not only design and aesthetically conscious but durable and easy to maintain. Our success is based on an innovative approach to style, features and functionality.

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CMC Property Services specialises in the cleaning, maintenance and management of offices, retail outlets, commercial buildings, multi-sites and educational facilities.

With more than 16 years of industry experience, CMC is recognised as a first-class provider of a quality cleaning workforce and an innovator in customer service in the cleaning industry.

Our customers span across the educational, commercial, government, corporate, multi-site, office (major high-rise structures) and retail outlets. With offices in most states, CMC operates in capital, regional cities and most regional areas throughout Australia and New Zealand.

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www.cmcservices.com.au

## TRADE EXHIBITORS

## diadem>

Diadem is a thought leader in the strategic research, design and implementation of wayfinding, customer experience and signage solutions for the built environment, combining graphic and industrial design with detailed documentation and project management expertise.

Forming a bridge between project stakeholders, we combine progressive thinking, production knowledge and innovation to deliver outstanding architectural signage and installations.

Diadem understands wayfinding and we understand public spaces such as Education facilities, having worked with dozens across Australia and NZ. Our solutions are effective, comprehensive, and create confidence for all users, whether students, visitors, staff or deliveries, in order to easily navigate the physical environs. We understand the varied demographic of potential users from culturally diverse backgrounds and with different levels of physical/sensory impairment.

#### www.diadem.com.au



EcoBright® energy solutions is a wholly owned and operated Australian business, formed in 2006 to help companies review and implement energy saving solutions. Following the successful launch into the New Zealand market in 2008 with an office established in Auckland, ecoBright® joined forces with Ilum-a-lite the manufacturers of Light Eco® Plus in continuing to search for innovative solutions that will save businesses, energy, money and the environment. We are a results-oriented and client focused business specialising in the design, implementation and strategic marketing of energy efficiency solutions. We ensure our solutions meet client needs by understanding their business and working within our client's personnel, administrative and financial constraints. EcoBright® delivers sustainable and dependable technology to reduce energy consumption and greenhouse emissions.

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### TRIBAL

Tribal is a leading provider of technology products and services to the education, training and learning markets around the world. Our work includes building world-class software from schools to colleges and Higher Education, along with improvement services and skills development programs to support high-quality education worldwide

Our technology solutions include market-leading software and related services to support education, training and learning. Our student-administration systems are streamlining processes in dozens of education institutions around the world. Tribal employs 1,300 staff and our work is established across the globe helping organisations to become more effective, saving them time and reducing costs.

www.tribalgroup.com



UniSuper is the industry super fund dedicated to people working in Australia's higher education and research sector. Supporting over 479,000 members and managing \$30.5 billion in assets (at 30 June 2012) makes UniSuper one of Australia's largest superannuation funds. For more than 30 years, UniSuper has worked alongside Australia's universities and research institutes delivering high quality, value-formoney retirement saving products and services.

#### www.unisuper.com.au



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#### www.beims.com



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Established in 1992 Alerton Australia is the largest independent Building Automation and Energy Services provider in Australia having completed in excess of 1,500 projects. Alerton Australia offer a comprehensive range of energy services and monitoring tools that are backed by a team of professionals that include energy auditors, NABERS assessors and engineers.

We understand energy efficient buildings still have operational requirements and as such ensure any energy conservation measures do not unduly compromise occupant comfort. All improvements are validated by real time measurement of power, gas and water consumption, which also provides the data for ongoing building tuning.

www.alerton.com.au www.optergy.com.au

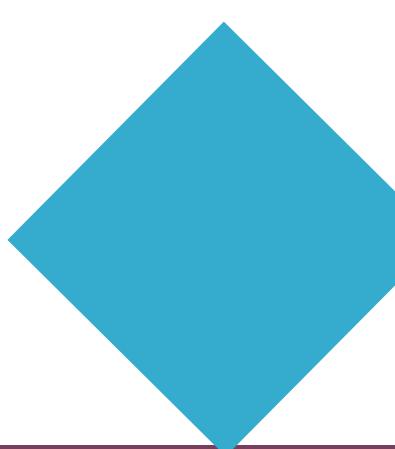


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www.swinburne.edu.au/business



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As a business, CLV goes beyond providing quality buildings and facilities, working to create exciting communities, learning opportunities and memories for residents that last a lifetime.

www.campuslivingvillages.com



Maintaining a clean and safe working environment with minimal disruption to staff and students is critical. Outsourcing to a specialist provides a tailored solution suited to your tertiary facility that maximises efficiencies.

ISS is one of the largest cleaning companies in the world, with a team of 20,000 in Australia, sharing ideas and innovations globally to the benefit of our customers.

We directly employ, to maintain control and create multiskilling synergies, which drives cost reduction. We are an ethical and responsible employer, ensuring our employees are remunerated in line with legislative requirements, have a safe environment and are engaged and motivated to provide the best possible service.

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We pride ourselves in providing innovative solutions to Universities, bridging the gap between CAD and GIS and BIM; providing a single point of truth of spatial data that ensures better decision making. Open Spatial has successfully rolled such solutions at James Cook University, Michigan State University and Boulder Colorado University (USA). Come and introduce yourself at our exhibit.

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## CONCURRENT SESSION A

10.50 AM — 11.40 AM

## SESSION

### The Academic Workplace Research Study

#### JO DANE, MICHAEL TRACEY

Woods Bagot, University of Melbourne

Academic workspace linked to status and tenure has created a legacy of unsustainable infrastructure provision within Australian Universities. The higher education sector continues to grow steadily, as Universities strive to meet growth objectives articulated in the Bradley Review1. The growth in student numbers correlates to growth in staff numbers, which in turn places space pressure on the academic workplace. University Facility Managers seeking resolution to this issue have unsurprisingly looked to commercial workplace models for inspiration, where there are typically fewer offices and more workstations in open plan configurations. Needless to say this has created significant tension between academics (work place needs and privacy concerns) and facility managers (procurement responsibilities and sustainability concerns). Academics claim they simply cannot work in open plan environments and facility managers claim shortages of space and financial resources enables little else. The truth surely lies somewhere between these two polar positions.

Adopting the higher education ideology of evidence-based research, facility managers at The University of xxxx initiated a research project with the aim of understanding how academics use their workspaces. Four Faculties agreed to participate in the study. The University partnered with global architectural firm xxxx (with expertise in workplace design, education design, consulting and research) to develop a methodology comprising multiple methods of data collection. An extensive literature review has been undertaken, to draw upon a) similar studies in an academic workplace context; and b) similar studies in other workplaces. Our suspicions were confirmed that while significant research has been undertaken in commercial workplaces, very little research has ever been undertaken in the context of the academic workplace. The literature review also revealed that while many publications proclaimed to be 'research', such publications were often dominated by opinions, irrelevant context and devoid of evidence. Therefore it with some confidence that we can claim this research study to be one of the first of its kind.

With approval from the University's Human Research Ethics

Committee, the research project was propelled into action. Data has been collected in three different ways:

- A space audit of academic offices throughout various buildings occupied by the participating Faculties. This was conducted at three different times of the year: a) during semester; b) during assessment; and c) during summer recess;
- 2. Academics from each of the four Faculties were invited to participate in an interview or focus group; and
- 3. Academics from each of the four Faculties were invited to participate in an extensive web-based survey.

The research project commenced with a series of prevailing contentions that academics hardly ever occupy their offices, they frequently work from home, they do not have 'real-world' commercial work practices, and that younger academics are likely to use their workspaces differently given their 'digital native' traits2. However, the researchers were keen to remain objective, to discern political hysteria from the environmental conditions that may diminish productivity. The research project interrogated not only how academics use their workspaces, but how academics engage with technologies, the campus as an holistic workplace and consideration as to what is the ideal environment for effective working. Common themes emerged, such as acoustic quality of spaces, notions of collaboration, privacy and distraction, and the impact of academic culture.

In this exposition, the presenters will share the findings of this research project, and yes there will be evidence to back up the analysis. As almost every Australian University is engaged in debate on this topic, we invite you to attend this presentation and participate in an interactive forum.



## Communicating Creatively at University of Newcastle

#### JESSICA BURDEN, KATE BARLOW

University of Newcastle

**Jessica Burden** is an Alumni of the University (Bachelor of Visual Communication Design, Honours), who worked in Student Admin from 2008 – 2011 when she then commenced project work to assist with design needs in Student & Academic Services (SAS). This has grown into a position that now



Provides creative media solutions in a variety formats, to a variety of areas.

An alumni of the same program, **Kate Barlow** joined Jessica in the end of 2011 to double the SAS Design team. Combined experiences as a student, staff member, and graphic designer have resulted in a valuable and quite unique perspective of student communication

Some questions to consider: Would students rather browse Facebook than log into an online University System? Is a 30 second video more effective that a tangible letter received in the post? Will a poster or postcard communicate the same message as a text based email? Is a short announcement given by the lecturer best received by students in person, by SMS or via Twitter?

These are some of the questions we are exploring and answering here at UoN. With seemingly more messages than ever needing to be communicated to our students, we have had to seek ways in which students attention can be grabbed, for the different lengths of time required to inform of various messages. Basically, these competing messages mandates innovation, and the delivery of these messages is key.

Technology has given us a platform to communicate with students in new ways. Some of these include:

Development of the new student portal 'myUoN'

- > HTML emails
- > Outdoor and indoor Digital Signage screens
- > Social media (Facebook, Twitter)
- Videos that can be shared across these platforms (myUoN, digital signage, social media)

In addition, this technology has also allowed our institution to engage in the local and wider community. With social media sites such as Facebook & YouTube dedicated to different demographics, we can direct targeted message much more appropriately ie: Prospective students, Alumni, and the general community. Of course, the balance between tradition and technology is delicate, and there are issues to be considered and constantly revisited:

- Print is not dead. There have been specific examples where print has been more effective in students' actioning the request made by UoN (eg. Filling in ECAF for SSAF achieved by brochure mail out).
- Blended learning considerations: Digital Signage & print may not reach some students (eg. International, distance)

 Design is subjective – should the design of messages be based on specific cohorts and what may appeal to them eg. Fine art student vs engineering students

• The pace of change is now set, and keeping up with others. Challenges encountered include:

- > A lack of resources is always a difficulty.
- Ensuring visual spam doesn't occur (in both print and digital)
- Achieving consistency in design (recognisable as official Uni message) without being repetitive or too familiar. This is a balance between interest and familiarity that branding guidelines play a part of. People's attentions spans haven't changed but we are competing with more messages.
- Funded on an ad hoc basis, so planning too far in advance is difficult.

As it was in response to the dynamic environment of tertiary education that our positions were developed, we're now in much stronger position to keep up to date with student and staff communications. With the implementation of new technologies such as myUoN (student portal) and social media a more personalized and open-ended communication line was created to improve the staff and student experience.

This presentation will cover the techniques we've employed at UoN which are both effective and now expected, so we've built that tradition. It will also give examples why technology and trends are imperative for us to support – these communication channels are now core business for SAS.



## International Cross Cultural Collaboration LINDA MCKELLAR, TED ALAU, VERONICA THOMAS

Griffith University, Divine Word University, UniTech PNG

**Linda McKellar** is Vice-President of the Association of Tertiary Education Management an Adjunct at Griffith University and is working at UQ in Leadership and Management for senior leaders from PNG. She is an ATEM Fellow and is also on the Editorial Board for the Journal of Higher Education Policy and Management.

She has worked in professional and organizational development in five universities in the USA, Germany, NZ and Australia and has over twenty years experience in this area. She has also worked as State Manager for the Western Australia Department of Vocational Education and Training.

She was previously the Deputy Director of the Staff and Organisational Development Unit for the University of Auckland and held a similar role at Edith Cowan University. These responsibilities included leading the planning, development, delivery and evaluation of over 200 courses for academic and professional staff.

She has been recognised by the Prime Minister for her work in adult literacy and has been awarded global research study tours to investigate the development and implementation of leadership capability frameworks. She has numerous publications and has recently led a body of research (with colleague Professor Geoff Scott) called Leading Professionals in Australia and New Zealand Tertiary Education as well as publishing chapters in two books about academic leadership development and evaluation.

**Ted Alau** hold the position of Interim Secretary for the Papua New Guinea Chapter of the Association for Tertiary Education Management. He has held this position since the 29th March 2012 when the idea to set up a Chapter in PNG was decided.

He currently works as an Executive Officer in the Student Affairs Division at the Divine Word University (DWU). He has held this position since 2007 when he joined the University from the Office of Higher Education. Prior to moving to DWU he worked as Director for Higher Education Student Support and Corporate Services for 6 years (2001 to 2006). His chief responsibility was to manage the National Government's Tertiary Education Study Assistance Scheme (TESAS) program.

**Veronica Thomas** is the Deputy Registrar (Academic) for the Papua New Guinea University of Technology. Due to vacancy in the position of the Registrar she has been acting as Registrar since September 2012 till to date.

Mrs Thomas holds a Diploma in Public Administration from the PNG Institute of Public Administration, PNG and a Bachelor of Arts in Politics from the Victoria University of Wellington, New Zealand.

Following a year of studies towards Journalism she joined the University of Papua New Guinea, Goroka Campus now known as the University of Goroka in November 1983 as a junior admin clerk in the Student Administration Division. She worked her way up to be the Director of the Student Administration Department and held that position from August 1999 till September 2006 when she left to take up a new post with the Papua New Guinea University University of Technology as the Senior Assistant Registrar (Academic) from 2006 to 2010 and from August 2011 to till current as Deputy Registrar (Academic).

Her contribution to higher education sector spans over 30 years and all of this has been in the university environment particularly working in the area of Academic & Student Administration.

How does a professional organization expand internationally to create partnerships and collaboration? And, how does the group that wishes to join that professional organization present a case that there would be value added to having them involved. What are the financial, legal, and cultural criteria for engagement?

Support for the formation of the ATEM/PNG chapter was unanimously approved by the ATEM Council in September 2011. ATEM is an international professional association with the majority of members working in Australia and New Zealand. The formation of the PNG Chapter is the first to be formed outside these two countries.

The formation of the PNG Chapter will be used as a case study to explore the criteria used to work internationally in the creation of a new Chapter.

Examples of recent research about leadership for development, critical reflective practice and mentoring will be used to discuss the challenges and opportunities that became evident in this work.

The presenters will share their learnings about:

- the inception and follow through of the idea to form a new Chapter in PNG. Senior university leaders, professionals and staff from the Office of Higher Education from PNG who attended the TEMC and a two week senior leadership and management course in 2011 and 2012;
- the Launch of the new PNG Chapter in Papua New Guinea in April 2013 which was attended by VCs and various other dignitaries, ATEM members and other staff;
- the partnerships which were developed and the identification of new opportunities for collaboration;
- the planned next steps for implementation of a valuable professional development program. This program will be developed through a survey of university staff.
- Cross cultural issues in ensuring that the 'Western' model of leadership is not exclusively used that that input from



members and other university staff about how to improve leadership and management skills has been actively sought.

 Using the chapter as an avenue to build professional capacities within the whole higher education sector.
 The results of a survey, which has identified the leadership behaviors, will be shared in the presentation.

This will be an interactive session with an activity for participants and an opportunity for communication so we can learn from each other, as this has never been done in PNG before.

### SESSION 4

### Is Your University a Sustainable Community?

#### JEFF ROBINSON, TUAN DUC NGO

Aurecon, University Melbourne

Jeff Robinson is Aureco's Principal Engineer and Sustainable Design Leader â€" Asia Pacific. Jeff has worked as a consulting engineer for over 27 years working in London, Ireland and for the last 15 years in Melbourne. He has been involved in the design of a wide variety of building types including offices, residential, industrial, academic and institutional buildings and has worked on projects in Australia, Africa, the Middle East, Europe and America. Jeff is a passionate advocate for the design and renovation of Environmentally Sustainable Buildings and has been involved in many of the cutting edge ESD buildings in Melbourne and overseas. He advises clients on the sustainable redevelopment of their Commercial, Public and Educational buildings and has worked on many sustainable refurbishment projects in Australia. Jeff is an Accredited Green Star Professional, a LEED AP and NABERS Assessor and has considerable experience with the practical measures that can be undertaken to substantially improve the energy, water, waste and indoor air quality performance of existing buildings. Recently Jeff has been involved in the planning and design of a number of urban regeneration sustainable precinct projects which he sees as being the way forward for sustainable development. For the last three years he has been based in Aurecon's Melbourne office where he has been involved in sustainable design for wide variety of building types including offices, residential, industrial, academic and institutional buildings as well as campuses and precincts.

Tuan Duc Ngo has led the development of MUtopia, a Design and Simulation Platform for Sustainable Precincts. Tuan has played a leading role in deploying the MUtopia platform to simulate more than 20 urban precincts in Australia and overseas. MUtopia is an urban planning and design tool comprising an integrated visualisation and a simulation platform. It can display in 3-D the actual appearance of an urban development and quantify the performance of key sustainability metrics at different scales. Designers will be able to assess the viability of introducing sustainability best practice such as water efficiency, energy efficiency, dwelling and transportation design, construction and maintenance, and waste management. It is a knowledge platform to evaluate aspects of architectural and urban planning, sociological and community issues, economic modelling of the capital and operating costs and benefits for proposed urban developments.

Increasingly university students are asking questions regarding the environmental credentials of the universities which they are considering attending. Sustainability is also emerging as a key differentiator for educational institutions who are expanding their course offerings in sustainability and want to be recognised as leaders in this emerging industry. In Australia, The Australian newspaper published a top ten list of Australia's Greenest Universities. In the United Kingdom the Guardian newspaper publishes The Green League university tables, and in the United States, The Princeton Review annually publishes a free "Guide to 322 Green Colleges" in Partnership with the U.S. Green Building Council.

Many universities in Australia have sought to have their new and refurbished existing buildings rated using the Green Building Council of Australia's Green Star Education rating tool. Other universities have chosen not to seek formal Green Star ratings for their individual buildings but are rather designing their buildings as "Green Star Equivalent buildings", and still other universities have developed their own sustainable ratings

One of the limitations of the Green Star Education tool is that it considers the green credentials of individual buildings but it isn't designed to consider holistically the sustainability of the whole university community. With the release of the Green Star Communities Pilot Tool in June 2012 it is now possible to assess and certify a university campus as a sustainable community. The Green Star Communities rating tool contains 38 credits across five sustainability categories which include Governance, Design, Liveability, Economic Prosperity and Environment. In addition, there also is an Innovation category.

Aurecon has recently applied the Green Star Communities tool to a large university campus and this work has confirmed that the tool can provide an effective framework for assessing and targeting whole of campus sustainability outcomes. Many existing activities and policies which universities have already in place will receive credit under the tool. Unlike other Green Star tools,

Green Star Communities is focused on triple bottom line outcomes so recognition is not limited to environmental sustainability but also includes social and economic sustainability. A triple bottom line approach is likely to be in line with most university charters. Given that the tool is currently in Pilot release, there is also an opportunity to provide feedback to the GBCA on ways to further

improve the applicability of the tool to universities.

In this presentation, the presenters (the Sustainable Buildings Leader for Aurecon and a Senior Lecturer in the Department of Infrastructure Engineering at The University of Melbourne) will demonstrate how typical university campuses can achieve credits across the 5 sustainability areas from their current operations.

Many of the credits must be assessed on a precinct wide level and the presenters will show how many of these precinct wide credits can be modeled and assessed using a precinct infrastructure modeling tool called "Mutopia" which has been developed by the Department of Infrastructure Engineering at The University of Melbourne.

This presentation will discuss the advantages of a whole of campus approach to sustainability and how the Green Star Communities tool can benefit universities seeking recognition as leaders insustainability.



### Developing an Innovative Teaching Space – One For All-All For One

#### **DAMIAN BARRY**

Monash University

**Damian Barry** is the Business Manager for the department of Accounting and Finacne at Monash University. It is the largest academic department at Monash. He has been in the role for 7 years. Damin has degrees in Law, Economics, a Grad Dip in Information Systems and a Masters in Tertiary Education Management. He will commence a PhD at the University of Melbourne in 2014. He working careers spans work a lawyer and over 20 years in a range of management roles in law, health and education sectors. He is also a Director of a not for profit company in the health services sector

In developing a new innovative teaching space (a simulation teaching and research laboratory) a number of priorities had to be accommodated which included enhancing the student experience, accommodating different teaching styles, implementing state of the art communication and simulation technology and showcasing the department. Collaborating across the academic and operational domains was a challenge.

Teaching comes in a number of configurations such as lecture and tutorials or problem classes; seminars; laboratory-based classes; studio teaching; case-based teaching; workshops; research activities; field trips; problem-based learning; enquiry-based learning; work-integrated learning or industrybased learning; peer assisted learning; role play; simulation or virtual practice. In the Department of Accounting and Finance at Monash University we introduced simulation based practice in teaching our finance units nearly 20 years ago.

The department's plan is to position the STARLab as a key vehicle for educating and developing our students into highly trained, work ready, global citizens plus developing research opportunities for our staff and industry partners. Work ready students are prized. By building a financially sustainable STARLab we also bring together industry, academics and students to create opportunities such as:

- > Graduate recruitment
- > Opportunities for industry relevant research
- > Access to the trading room for staff training
- > Access to students for industry placements



In developing a second STARLab we had to address a number of issues such as: design, flexibility, scalability and ease of use for both academic and students and the promotional opportunities. The department was keen to publicise the STARLab to the broader community so the location of a new lab was a critical issue. The demand for use of the STARLab had grown significantly and there was an immediate need for an extra STARLab at Caulfield to cater for demand-both from students and from academics keen to have access to a simulated trading room type environment. Designing the new STARLab was as Jamieson et al (2000) indicate a challenge in bringing together "strategic education planning with resource management". In addition it was also a project that needed to integrate flexible teaching methods and needs.

Student learning and the learning environment were critical considerations. Experience to date highlighted that the physical environment and the experience of learning by finance students in a simulated trading environment which physically represented a trading room led to significant learning outcomes. The proposed new room had to address the diversity of curriculum and teaching styles.

The Guidelines promulgated by Anderson et al (2000) provide useful guidance even where the learning space being developed is niche as in the Department of Accounting and Finance STARLab.

After reviewing the STARLab project using the guidelines it is apparent that the most fundamental need for the success of any design is the engagement and preparedness of the teaching staff to take the opportunity afforded by the design and technology to develop innovative pedagogy. A more general observation would be that an area that needs to be bridged is between the facilities provided i.e. the room and the technology, and its full utilisation in the teaching plan, the Course Outline.

What has evolved is to recognise that utilisation of the STAR Lab (and any similar innovative tools) appears to follows a common progression:

- A broad range of engagement ranging from disinterest or ambivalence from academic staff to significant enthusiasm. How to marshal a collective enthusiasm is a challenge.
- How to develop an appreciation of the capabilities of such innovative spaces based on a concept;
- An acceptance that work must be done by teaching staff if those capabilities are to be successfully integrated into course material;

Carrying out the actual course content task;
 A subsequent programme of continuous improvement.

Jamieson et al (2000) at page 12 summarise the overall challenge in developing the sophisticated state of the art ICT facility:

Without a radically different approach to the pedagogy-place nexus, the massive shift to student-centred, flexible learning being driven by the new CITs, will be destined to take place in a physical environment built in another time and for another purpose." This means that the university and its members need to look at developing a student centred approach to learning and move away from the traditional academic centred approach.



## Administrative Reform – Real Change or Moving the Deck Chairs

#### **ELIZABETH BARE**

#### LH Martin Institute

**Liz Bare** commenced her working life in charge of a small special library in a government agency, supervising two other staff. There she learnt valuable lessons in management, supervision and working in complex organizations. She moved through a series of technical and line management positions in that agency, and in 1983 was appointed to Head its 50 strong personnel branch. There she fell in love with human resources management and decided that this was her true vocation. Her next assignment was to create a HR function in one of the world's largest volunteer organisations.

She has now headed the human resource function in three different organizations. Her longest appointment was as Vice-Principal (Human Resources) at the University of Melbourne. She and her colleagues developed the function at the University from a personnel function to a well regarded human resources division. In recent years, Liz has been Head of Administration at the University of Melbourne, where she was responsible for service delivery of IT, Finance, Research, Marketing, Property and Grounds as well as overseeing a major restructure of administrative service delivery.

Since 2010, Liz has worked y in higher education in Australia, New Zealand, Fiji (with USP), the United Kingdom and in the Caribbean. She has prepared and presented short programs on a range of leadership and management issues in higher education. Her approach is based on workshops, high levels of engagement of participants as well as the use of real life case studies based on her broad management experience.

Liz is currently a Senior Fellow in the Centre for the Study of Higher Education at the University of Melbourne and also a Senior Fellow of the LH Martin Institute for Higher Education Leadership and Management. She is also a partner in HR Global Innovations, LLP. Liz's qualifications include BA(Hons), University of Melbourne, Diploma of Librarianship, University of New South Wales and Graduate Diploma of Business Administration, Swinburne University.

Universities enter into administrative change for a range of reasons...but usually designed to save money, improve service and make a break with the "old" ways. Yet how many really achieve the stated outcomes.... and are the financial gains and improvements in service real and able to be demonstrated?

Using real life examples, the workshop will explore five different approaches to administrative reform.

- Swift and equal. Many universities adopt a devolved approach with a single percentage reduction levied uniformly on administrative services across the university, usually within a specified time period.
- Planned change. Other universities have invested heavily in identifying areas for cost reduction and service improvement and planned the change over a longer period of time.
- Decentralisation Usually driven by a desire to improve administrative services to students and staff, universities have devolved both authority and substantial budgets to Faculties or groups of Faculties.
- Centralisation. Universities generally centralise to obtain economies of scale and reduce costs
- Outsourcing. Although not wide-spread for core services, almost all universities have outsourced services over the past 2 decades which save costs, but require the development of new management skills

Using real-life examples, the workshop will analyse the success of these approaches in Australian universities, developing indicators as to which approach is more likely to yield the best outcome for a university, its students and its staff.



### Quality Women in Leadership – A Case Study

#### CARMEL SANG, CARMEL BROWN

Queensland University of Technology

Commencing as an exam invigilator in 1992, **Carmel Sang** undertook rewarding roles over the next 21 years with Griffith University and the Queensland University of Technology. Carmel worked in Schools and Academic Administration areas and in the position of Campus Manager of the Queensland Conservatorium of Music at Griffith University before changing focus and moving to the Queensland University of Technology (QUT) overseeing the building of the Medical Engineering Research Facility and the Australian Research Centre for Aerospace Automation.

In her current role of Professional Services Manager for the Science and Engineering Faculty at QUT, Carmel manages a broad array of areas including all administrative support in Schools and Executive Support areas, the Faculty Applications, Communications and Reporting Teams and the Information Technology Team.

Carmel was awarded the Vice Chancellor's Performance Award for 2009, 2011 and 2012 for significant and superior contribution to the work of the University.

**Carmel Brown** is a highly experienced Manager and has held many administrative roles during her career. Over the past 20 years has worked in a diverse range of businesses and organisations in roles within the following disciplines finance, human resources, operations, project management.

Carmel is a professional Manager with a passion for excellence. She has extensive expertise in a broad range of business development initiatives and activities for a wide variety of short and long term tasks and challenges.

Carmel has expertise in organisational governance processes, project operations and management and service delivery. She is outgoing and organised with a passion for continuous improvement of business processes.

Carmel has embraced social media in the workplace and is passionate about embracing the opportunities to improve the client experience through new technologies.



The Quality Women in Leadership (QWIL) Program is a leadership development experience designed specifically for senior and near senior QUT women who aspire to higher levels of University Management.

The program is run every second year and is open to Academic Staff at Level B and above, and to Professional Staff at HEW 9 and above. Entry into this highly respected program is limited with successful applicants having been vetted through a nomination and committee selection process.

The program concentrates on:

- increase knowledge and understanding of the current priorities and strategic issues within QUT and Higher Education sector
- Enhance leadership, interpersonal and career development capabilities
- > Build strategic linkages

The participants presenting are from the 2012 QWIL Cohort and will share their experiences of participating in the program. They will highlight the learning outcomes and provide an overview of the extensive content covered ranging from navigating the higher education landscape, approaches to leadership and career management. The breadth of the program provided them with a toolbox of strategies and capabilities to enable direction setting and a focus for future development opportunities within the higher education sector.

Questions to be considered through discussion:

- What strategies and mechanism exist for women in the higher education sector today
- The importance of navigating and aligning ourselves with the key stakeholders and position ourselves to ensure we are heading in the right direction
- > Transforming ourselves and the teams that we lead
- > Imposter syndrome does it affect you
- Springboarding from the program What's Next
   Join us in journey of discovery on what is means to be a
   woman in leadership in the higher education sector today!



## CONCURRENT SESSION **B**

11.45 AM — 12.35 PM



### **Maurie Pawsey Scholarship Recipient**

#### **RACHEL SMITH**

Massey University

**Rachel Smith** has been working for Facilities Management at Massey University since 2001 and has been the Space and Property Manager, Manawatu for the past 10 years. Rachel is driven to achieve high utilisation rates, strong relationships (University wide) and ensure robust policies and procedures are instituted to assist with the important role of designing a way forward.

As recipient of the 2012/13 TEFMA/Schneider Electric Maurie Pawsey Scholarship, Rachel attended the APPA Conference in Minneapolis. As well as visiting nine Institutions focussing on the strategy, drivers and relationship of Space management for Universities within a multi campus framework.

If a University is striving to excel above its peers then Space Management should be driven to achieve high utilisation rates, strong relationships (University wide) and ensure robust policies and procedures are instituted to assist with the important role of designing a way forward.

Massey Universities three campuses are in different demographic settings: rural; suburban and CBD, there are also a large number of extramural students. In 2009 the University changed from a matrix management structure where campuses were managed locally with a significant amount of autonomy in many respects, and introduced a 'One University' shared services model. This presented challenges that the University had never encountered before. Of course, there were always synergies that linked each campus, but everything was performed for the benefit of the individual Campus and never referred to as 'One University'.

During the TEFMA/Schinder Electric Maurie Pawsey Scholarship I was eager to explore how other organisations, working within a multi-campus framework, manage their operations and relationships.

I looked at how other institutions are structured; are they managed in silo of each other, and if so how does this work? Are they managed by one overarching management structure? Do they have policy and procedure that controls the daily management of each campus? What is the best way to advance and how is this achieved?

Is the 'One University' approach in Space Management the best way?



### How do Professional Staff Contribute to Retention & the First Year Experience? DR JUDY SZEKERES

#### SAIBT

**Dr Judy Szekeres** is currently the College Director and Principal at the South Australian Institute of Business and Technology, which is part of the Navitas group, and a pathway college to the University of South Australia. She has been there for four years and was previously head of Student Services at Adelaide University, Division Manager of the Division of Business at UniSA and previous to that she was at UNSW. She has had a number of papers published in the Journal of Higher Education Policy and Management and has contributed a number of papers to previous TEM Conferences. She is currently considering semi-retirement, but maintains her passion for providing a first-class educational experience for all students in her care.

It is well documented that if a student has a fantastic experience at the start of their tertiary career, they are more likely to stay on and more likely to succeed. The corollary to this is that if they have a terrible time, they are more likely to fail or drop out and worse, they will not speak well of the institution to their friends and family. In an environment where institutions are measured by their success and retention rates, it becomes critical to manage the first year experience. So, while we would like our students to have a great overall experience, the importance of the first few days and the first few months cannot be overstated.

There is a large amount of literature about the first year experience and about retention more generally. This paper examines the literature, mostly picking up on the practical suggestions about how the first year experience can be enhanced. In particular, the paper focuses on the contribution that Professional Staff can make to the student experience at the start of their tertiary career. Some of these tactics have been implemented in the author's institution and the paper will report on the feedback from students, although it is too early to see if there is a real impact on student outcomes.



## SESSION 3

### **Deakin At Your Doorstep**

#### SIMON UMOW

UmowLai

**Simon Umow** has been a member of Umow Lai's specialist Information & Communication Technology (ICT) Group for over 10 years and is an Associate within the company.

During his period with the firm he has provided Information Technology, Communications Infrastructure, Audio-Visual and Security consultancy services for various types of educational, commercial, government, institutional and residential buildings.

## Simon has a wide range of knowledge in many facets of ICT design and implementation

Though the of use video conferencing and presentation technology, IT network integration, thorough planning and room design, Umow Lai has assisted Deakin University in expanding its flexible delivery of education programs by providing technology enabled learning environments in regional areas across the state. Deakin at Your Doorstep gives students in rural and regional areas greater access to higher education by providing the opportunity to study close to home. Courses studied via Deakin at Your Doorstep are delivered through purpose built learning centres throughout Victoria.

Learning activities can occur at various locations simultaneously via high speed video conferencing connecting the rooms via the Deakin IT Network. Students can hear, see and interact with the lecturer and presented content as well their classmates in multiple locations. The entire class can participate in discussion and debate without having to travel hundreds of kilometres. A series of refurbished teaching spaces has been developed integrating the technology required while providing a comfortable learning environment. The technology, room design, system configuration, colours and finishes remain generally consistent across the sites to assist with creating natural and comfortable surroundings, resulting in the perception that all the students are in the same classroom.

The Stage 3 rollout of Deakin at your Doorstep has been completed with three Deakin sites and six remote partner sites involved in the program.



## Developing & Implementing an Excellence Framework in Higher Education

#### MARK THOMPSON

Edith Cowan University

Mark Thompson has over 30 years experience in education with extensive Australian and international experience in teaching, teacher education, educational leadership, curriculum development, educational technology, quality assurance/improvement and institutional research at both secondary and tertiary levels. He has been working in the field of quality assurance in higher education for five years where his focus has been on the intersection of organisational quality culture and the use of information and communication technologies. While working in the UAE he developed and implemented an innovative course quality improvement system which was based on a quality model. In his current post of Quality Manager at Edith Cowan University he is further developing the use of an excellence framework which is supported by integrated web-based systems

Excellence or quality frameworks are not a new concept. The European Framework for Quality Management (EFQM), the Baldrige Performance Excellence Program and the Australian Business Excellence Framework (ABEF) are just three of dozens that are in use around the world. However, while the EFQM and Baldrige models have had limited implementation success in European universities and US colleges, excellence frameworks are almost unknown in the Australian higher education (HE) landscape.

Australian universities and other HE institutions have traditionally been wary of quality frameworks as they are often based on for-profit business models. These are seen to be the antithesis of a teaching and research environment where academic freedom is prized above all else and the bottom line is developing human, community and social capacity as opposed to making a profit.

A project was initiated at Edith Cowan University in 2011-12 to augment the quality model which had been in use since 2004. Although ostensibly ABEF based, the model had been considerably diluted to being essentially a Deming-like Plan / Do / Review / Improve cycle. Although the model was not unlike that in many institutions, ECU felt that it no longer served the complex HE environment and was in need of a complete refresh.

The project involved combining a strong research and practice base with wide consultation throughout the university.

The outcome was a framework that addresses the multifaceted quality and performance aspects that a university in the 21st century needs to keep abreast of but which is sensitive to the needs and concerns of the academy.



## Moving Strategic Asset Management from the Plant Room to the Boardroom

### DONNA FARRAGHER, PETER LENNON

University of Newcastle, Xact Project Consultants

**Peter Lennon** is a facilities manager with over 25 years professional experience in the property, infrastructure and construction industries including senior management roles. He specialises in the management of large portfolios of facilities in the Higher Education and Housing sectors.

**Donna Farragher** has a local government background of 10 years, primarily leading projects for groups of Councils (regions) ranging from strategic planning, advocacy, regional supply management, regional training services, economic development and establishment of a film and television office. Donna has been at the University of Newcastle for 6 years in a range of roles, but currently heads up a Strategic Planning Unit tasked with project planning, master planning, urban planning, environmental management and strategic asset management.

In May 2010, the Tertiary Education Facilities Management Association (TEFMA) published their first comprehensive Guideline on Strategic Asset Management. The new guideline took the focus from beyond the facilities audit to a more holistic, institutional approach to asset management. The focus was directed on garnering senior executive participation in the planning process, establishing performance targets for the assets in line with the University mission and assessing the performance of the assets to inform long term strategic planning. In 2012, the University of Newcastle (UoN) in cooperation with Peter Lennon and Xact Project Consulting (authors of the TEFMA Guideline) systematically applied the framework and assessment methodology using the TEFMA Guideline and the UK PAS55 standard. While the process presented many trials and tribulations, the results were astounding, with Facilities Management (FM) gaining full support from the University Council and Executive for the introduction of a corporate Strategic Asset Management Framework (SAMF) and significant resources re-directed to continue progressing the initiatives outlined in the first comprehensive Strategic Asset Management Plan (SAMP).

Facilities Managers generally in the tertiary sector have large ageing asset portfolios and inadequate budgets to manage them. These ageing facilities can provide challenges for asset managers who strive to provide cutting edge spaces for teaching and learning, research, community engagement and a rich student experience. For this reason, FM managers must better understand the performance of their buildings and infrastructure in order to sustainably direct limited resources. Equally, University Councils and Senior Executives need to fully understand the state of their asset portfolio in order to guide their investment decisions.

The first step in best practice asset management is to assess the presence or absence of a framework driven at the corporate level supporting asset management, known as a SAMF. There is no point struggling to manage assets at the facilities office level if there is no framework supporting it at an institutional level. The starting point is to assess and score the organisations current asset management practices using the UK PAS55 Assessment Methodology Tool. This tool scores performance in 6 categories: governance, asset management plans, enablers and controllers, asset implementation plans, performance assessment and management review. This tool gives organisations the starting point for improvement by identifying and prioritizing gaps in the framework. This information may be confronting for executives, but it's a powerful tool for facilities managers struggling to get traction in the boardroom.

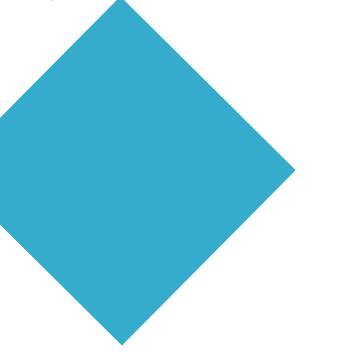
At the UoN, upon review of the PAS55 results, the Vice-Chancellor immediately established a corporate working group to oversee the implementation of a comprehensive SAMF. The Working Group includes senior managers from finance, risk and audit, facilities management, information technology, human resources, faculty representatives and is sponsored by the Vice-Chancellor. In 2013, this Group will systematically work through the gaps identified. This is a critical step in asset management that Universities often fail to recognize.



Parallel to the establishment of a SAMF, the UoN undertook the development of its first SAMP based on the TEFMA 2010 Strategic Asset Management Guideline. The Guideline provides a step by step process that includes: assigning priority to assets, setting performance targets, assessing the performance of the estate, developing strategies to address gaps in the estate that together informs the various asset plans (space management, maintenance, capital, and surplus assets plans).

Developing a comprehensive SAMP is a challenging exercise. It requires a strong Framework supported at the Executive level, and mature, integrated asset management information systems (i.e. Finance, Space, Building management, timetabling). It also challenges the siloed nature of universities both within Facilities Management (between capital, planning and operations teams) but also between IT, Finance and executive decision making. The capacity and utilisation analysis was by far the most controversial assessment of all the performance criteria. The resounding message here is that we should not increase GFA without first knowing if the University is at capacity and reaching target utilization.

This presentation will provide a practical approach to using the Guideline and outline the pitfalls, trials and tribulations associated with the guideline approach. The presentation will reflect on what worked and what didn't and provide tips on the approach to the guideline and opportunities to improve the process.





### TMBL101 – A Philosophy of Timetabling URSULA MCNICOLL

University of Melbourne

**Ursula McNicoll** is the Manager of Timetabling and Venue Management at the University of Melbourne. Her portfolio includes the following central functions; University & Student Timetables, University Handbook and Venue Management.

"There are known knowns. These are things we know that we know. There are known unknowns. That is to say, there are things that we know we don't know. But there are also unknown unknowns. There are things we don't know we don't know." Donald Rumsfeld

The now infamous remark quoted above is one of the uncomfortable realities for all those staff involved in managing or contributing to the production, maintenance and support of a timetable in the university environment.

Planning is imperfect; you can never have all the information you need in order to make informed decisions.

However, raising awareness of the multiple factors that feed into the development of a university timetable and reaching the relevant staff in positions that can influence and facilitate better understanding and collaboration can significantly increase the breadth of knowledge and deliver improvements to the alignment of strategic goals and planning activities.

The development and maintenance of an efficient, high quality timetable underpins the delivery of teaching, a major strand of the core business of all universities. The multitude of factors that impact the planning and quality of a timetable are not clearly visible or relevant to many stakeholders. This inevitably leads to a poorer experience for both students and staff. Clearer articulation and management of these factors will lead to better student experience.

Changing the attitudes and organisational behaviours to optimise student service, improve teaching experience for academic staff and reduce double handling for professional staff is a major leadership and management challenge. In essence there is a need to further educate a broad cross section of the university community.

#### TMBL101 – A PHILOSOPHY OF TIMETABLING

What questions might TMBL101 – A Philosophy of Timetabling cover? What factors would be discussed? What would the desired learning outcomes be? Who would be the relevant cohort?

Questions to be investigated: What is a university timetable? What is a student timetable? Is timetabling purely scheduling or is it really logistics? Should it be defined by business objectives or pedagogical requirements? Who is the timetable for, the academics or the students or both? How do you assess and accommodate the competing and often conflicting needs? Is it purely about supply and demand? What drives the timetable, student experience, space, politics, budget....? What does a quality timetable look like and from whose perspective? How do you maintain the balance between space usage, teaching requirements, delivery of online courses vs. face to face teaching, student experience and the myriad other competing requirements?

Factors to be discussed: Organisational: Governance, compliance, organisational structure, engagement, communication and coordination

Culture: faculty, department, academic and professional

Space Management: Building stock, ownership, development and renewal, capacity, location

Student load: Modelling, forecasting, offers, enrolments and class registrations

Teaching: flexibility of delivery, pedagogical requirements, mode, frequency, sequencing, clashes

*Systems: Functionality, integration, maintenance, development and performance* 

This paper takes a gestalt view of timetabling, the manifold factors that impact the creation of a quality timetable and the fundamental challenges faced by central teams when trying to develop effective strategy to promote understanding, collaboration and change the entrenched organizational behaviors that have a negative impact on the planning and quality of the university timetable.



#### Trends, Traditions, Technology: The Fourth Tee... a Tipping Point – New Directions for HR

JOHN SWINTON, JANINE WALKER, SHANE PITMAN

#### Griffith University

John Swinton is the current Associate Director (Organisation Development), Office of HRM, at Griffith University. His portfolio includes staff support and development, leadership and management development, Health and Safety, and supporting major organisational change agendas. Overall, he has had considerable experience in organisational change, staff development and career counselling roles in higher education, and has worked at the University of Melbourne and Monash University as well as undertaking an overseas secondment/exchange with University College, Cardiff, UK. He has also worked for private and welfare organisations. Over these years, he has developed and facilitated major national leadership development activities for ATEM, Universities Australia, and the LH Martin Institute. He is an ATEM Fellow and a current member of the ATEM Executive.

In 2012, Northgate Arinso, a leading global Human Resources software and services provider, published a White Paper, The Changing Face of HR.

We've arrived at a turning point in history where new technology is profoundly altering people's way of life. The changes brought by the Digital Revolution will have a deep impact on the way businesses are organised and people look at work. And though we expect to return to "normal" after we've overcome the financial crises, the "new normal" will be vastly different. The workforce of the future is smaller, more diverse and more dispersed, wanting a career lattice to support individual needs. It expects direct access, and is digitally divided. HR must adapt to this changing environment. Through the consumerisation of HR, everyone can access HR services directly, thereby cutting out HR as the middleman. Going forward, HR will be remote, mobile, social, automated, specialised and smaller than in the past, and organized, with agility and flexibility as key requirements.

#### (Northgate Arinso 2012, Preface)

At a localised level in May 2012, Griffith University Office of Human Resource Management recognised that it had reached its own tipping point after acknowledging an increasing



amount of data and evidence indicating that the then-current service delivery model was no longer providing the most efficient and effective services to the University and its staff.

Like many universities, Griffith is a large and complex organisation which operates in an uncertain environment. Deregulation of the allocation of student places and shifts in demand from international markets have increased competition between universities and operations need to respond flexibly and quickly. University managers are faced with increasingly complex issues and need business processes that are simple, reliable and effective and advice and information which is consistent and accessible.

The challenge for any Office of HRM is to focus on its clients and their needs and to understand that structures and services must be organised – first and always – to support clients.

For Griffith, signals from within the system included a growing reduction in responsiveness, a lack of role clarity between roles within the Office of Human Resource Management and between these and clients, and increasing levels of overservicing in some areas (flowing from the belief that personal service is better service). Taken together, these were creating significant blockages to the provision of the most effective and efficient services. This presentation will take up the story from May 2012 and trace the implementation of a major structural and cultural change process HR Directions leading to a new HR service delivery model. It will focus on the change process itself as well as drawing together what was learned during the process in terms of the diversity of staff perspectives (both within the Office of Human Resource Management and more broadly within the University) and how these can be harnessed for optimal outcomes.

In this regard, the presentation will also facilitate discussion around what Malcolm Gladwell (The Tipping Point, how little things can make a big difference, 2000) describes as the Law of the Few...

The success of any kind of social epidemic is heavily dependent on the involvement of people with a particular and rare set of social gifts (Gladwell, 2000).

He goes on to describe...

Connectors – who know large numbers of people and can make linkages across an organisation; Mavens – who are information specialists and brokers; and Salesmen – who are persuaders with powerful negotiations skills.

All played their part in the Griffith changes!

Gladwell also talked about the Stickiness Factor and the Power of Context...but more of that and Law of the Few in the presentation and discussion!



## CONCURRENT SESSION **C**

1.30 PM — 2.20 PM



TEFMA International Strategic Partners Panel



### Let's Get Engaged! Strategic Communications to Connect Staff, Students and the Community

**RUTH PRING, NATALIE DOWNING** 

University of Newcastle

**Natalie Downing** has more than twenty years experience in the student engagement area at the University of Newcastle. Her positions have included Manager, Residential Life, Assistant Academic Registrar, Manager of the University's key student contact hubs and General Manager, Campus Life, for University of Newcastle Services Ltd. In her current position as Associate Director, Faculty Services in the Faculty of Engineering and Built Environment, Natalie is responsible for the strategic management of the Faculty's administrative and support services.

**Ruth Pring** is a communications professional with more than eleven years experience in the higher education sector. Ruth has previously worked in communications roles at UTS, La Trobe and Swinburne. In 2009 she won the JWT Education Emerging Leadership Award for her work on transforming Swinburne's international student marketing and communications. She now works at the University of Newcastle as the Communications and Engagement Manager in the Faculty of Engineering and Built Environment.

Implementation of a strategic communication plan for the University of Newcastle's Faculty of Engineering and Built Environment has resulted in considerable improvements in the experience of staff and students. The Faculty's results in the key measures in the Course Experience Questionnaire, the Good Teaching Scale (GTS) and the Overall Satisfaction Index (OSI), have been steadily improving since we started to focus on strategic improvement of the student experience in 2011.

Our strategy has been to engage our staff, students and the broader community by creating "social objects" that start conversations, celebrate achievements and tell stories about our people and their projects. A multi layered communications approach has been implemented to reach and connect these audiences across digital, social and physical environments. In order to demonstrate the multi layered approach, this presentation will highlight a number of projects and activities including: the matrix of social media tools in use to create new communications channels; video capture of industry presentations, final year projects and other events; physical channels such as digital screens, posters and social events; and activities to connect with industry and local community.

In 2012 we presented initial survey findings to the TEMC of our local, early attempts to measure and track staff perceptions and attitudes about the experience of students in the Faculty. One of the issues noted through the 2012 survey was the need to improve the student experience by providing better support for quality teaching. Our approach to improving teaching and learning has been to build a community of practice by celebrating our good teachers and their innovations and providing opportunities for teaching staff from across disciplines to support and learn from each other. The key projects in this area will be explored.

This paper will follow on from our 2012 review by providing recent data to set the scene and will demonstrate the actions currently being taken to improve communications, teaching innovation and community engagement in the Faculty.

## SESSION 3

### Using Oral Storytelling to Support Development of Professional Confidence and Presentation Skills

**DR JENNY MOON** 

Bournemouth University

Jenny Moon works part time at Bournemouth University and in her other time she is a storyteller. She has written nine books on higher education and professional development topics such as on the role of story in higher education, reflective learning, the use of learning journals, critical thinking, academic assertiveness and structures in higher education. She teaches some students but mostly staff and other professionals in universities in the UK and abroad. She is currently at the beginning of a teaching visit to a number of universities in Australia.



The oral telling of stories may seem to be a long way from standing up in public and giving a presentation. It is less different from giving a lecture or teaching because often the best teachers do use story and anecdote to illustrate their material or to enhance meaning. This paper is based initially on my experience in teaching and running workshops and storytelling. The material was written up in a book (The Uses of Story in Higher Education (2010, London, Routledge) and then a further piece of work specifically on the use of oral storytelling with media students. Later I developed this as a pack for tutors to use with students in any discipline. The pack (50 pages) includes suggestions about teaching oral storytelling and includes ten short stories that can be used in learning oral storytelling (www.escalate.ac.uk/7121). It is free to download and use/modify etc.

I start the session by the telling of a short story. While the session is mainly about methods of using oral storytelling as a means of improving skills, I will be saying something about how I see story (what is a story and what is not a story?) and the role of story in education – indeed, in the lives of everyone in work and play. Different disciplines employ story in different ways. When I was writing about the role of story in media disciplines, for example, it was clear that the actual structure and content of stories was relevant. In professional development, 'storytelling' often means telling the story of one's own life or examining the handling of events in that life. I will briefly touch on the question as to why it might be that humans appear to respond so well to story.

I will then focus on the role of oral storytelling as a means of improving presentation and teaching skills. Think about it: in a somewhat boring lecture, a lecturer suddenly says: 'I am going to tell you a story' - the attention of the audience changes. People listen. Think further - there is no point at all in an oral storyteller telling a story unless a listener is engaged and listening. The very act of telling a story is to encourage that engagement of audience. There is no PowerPoint. There are no notes to bury your attention in. This skill of engagement of an audience is central to effective presentation skills. A storyteller holds attention not just through the content of the story but in the act of telling it. I would argue that such a skill is of great value for anyone for whom communication skills are part of work - those who pitch ideas, those who speak at conferences, those who teach or persuade or sell... Do I mention also the value of learning to tell oral stories for parents, teachers - and all the other communicators of our every day life?

I will talk about the kinds of stories to start telling, how I as a storyteller learn stories (it is not a matter of learning words, but pictures) and various other matters that arise in the telling process.



## Population Education – Managing the Change to a 6 Star Green Star Building BEN DRISCOLL

Thinc

**Ben Driscoll** commenced at Thinc Projects Australia Pty Ltd in early 2004 as a student and graduated with an engineering qualification in 2006. Ben has undertaken direct site supervision of contractors and has both assisted and exclusively completed in the superintendency roles on a number of construction contracts – he has further developed his skills in the areas of site supervision, claim assessment and verification, quality assessment and overall project reporting.

Ben has also gained excellent experience in contract administration, cost management and cost reporting on projects over a range of projects and has developed solid and reliable project management skills.

Ben has a detailed knowledge of cost management systems and administrative procedures and excels in this area – Ben now takes a lead role in the professional development and cost management training of consultants within Thinc Projects around Australia. Ben also has an extensive knowledge of computer and web based information management systems.

In order to meet the needs of projected enrolment figures, the Australian Catholic University (ACU) required additional teaching, research and staff space at their St. Patrick's Campus in Melbourne. In providing this new space, ACU chose to also provide a building solution considered worlds best practice in the sustainability field and therefore designed and constructed a building meeting both 6 Star Green Star Design and As-built rating. With a high percentage of staff moving into this building, migrating from an existing building without such practices and students most likely entering a 6 Star Green Star building for the first time the building population required educating in 'what 6 Star Green Star means for you' in order for the transition and necessary adjustments to seamlessly occur. From the concept design phase the University commenced a lengthy stakeholder information sharing process to engage with occupants moving to the new building. This process was undertaken through a variety of forms, from stakeholder consultation with Heads of School, presentation sessions to University staff and reinforced as the building took shape through increasing frequency of site tours both generally though the building, but specifically through teaching and admin space utilized by each department.

As construction progressed and approached completion a Building Occupation committee was established featuring members from ACU's IT department, Campus Operations and Vice Chancellery, the Project Manager and Contractor. This committee's key focus was to identify daily changes that would need to be made by occupants to ensure activities undertaken within the building where consistent with the sustainability principles of the building. Changes were found to primarily focus around printing, personal comfort devices (portable heaters / air con etc), use of lighting but were also extended to cover individual behaviors that were desired in the building.

Arising from the Building Occupation committee sessions, one primary concern was the volume of small queries and concerns that would only come to light as staff transitioned into the new building and specifically their new office space. Three key initiatives, agreed within the committee to address this was establishing a non technical Building User Guide, the set-up of a Building Information Desk whilst the majority of building occupants transitioned into the facility and creating a dedicated section on the university intranet for soft "selling" of the new behaviors.

The University Intranet and the Building User Guide would be the first source of information for staff occupying the building and in the case of the Building User Guide provided to occupants only as the transitioned into the building to ensure it was front of mind as queries or concerns

arose. The Building User Guide addressed key aspects of occupant's daily life being

- Comfort
- Lighting
- Waste & Recycling
- Information Technology
- Printing
- Travel to and from TDMB
- Security

Resulting from the transition programme, the Building Information Desk was staffed for a period of approximately two months and then again upon commencement of the new semester to assist with student queries.



### The Evolution of the Academic Workspace – Do I Really Need to Give Up My Office? PAUL DE PODOLINSKY, GUY LITTLEFAIR

Gray Puksand, Deakin University

**Professor Guy Littlefair** is the Head of Engineering in the Faculty of Science, Engineering and the Built Environment at Deakin University in Australia, having been appointed as chair in Engineering in January 2011. He has also been Acting Pro Vice-Chancellor for the Faculty for six months prior to the commencement current incumbent.

Professor Littlefair is internationally regarded as an expert in the field of machining, having lead teams of researchers in England, New Zealand and now Australia focusing on the machinability of materials. In these leadership capacities Professor Littlefair has worked with some of the world's most innovative research-led manufacturing organizations, including Rolls Royce, DeBeers, Toyota and Land Rover. In an initiative applauded by Engineers Australia, Professor Littlefair is also the visionary and architect of the \$55 million Centre for Advanced Design in Engineering Training (CADET) at Deakin University for which Commonwealth Government funding through the Education Investment Fund was recently announced.

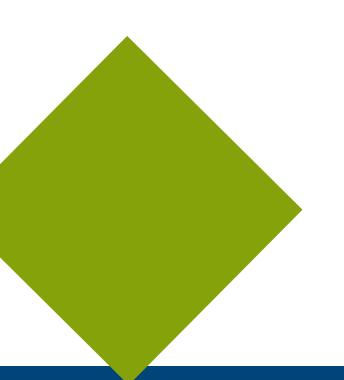
Now the world is flat, the classroom is redundant and the educational environment is more akin to an endless Qantas Club lounge, what has become of the academic workspace? The beginning of the new millennium has seen a radical transformation of learning spaces but what has happened to the academic's office and associated administrative areas? As designers we have been working in both the commercial and education sectors over this transitional period and have delivered a multitude of workspace projects.

In the pursuit to rationalize space and to reduce facility area, two key drivers have emerged. Firstly open plan environments have been threatened further by the euphemistic title of 'Activity Based Work' (otherwise known as 'give up your



real-estate for the greater good'). Secondly out of this 'sacrifice', new collaborative, shared, club type spaces have been miraculously created for all to share and enjoy. If the above captures (in a facetious way) the result of brave new built environments for a changing world, what is the result? Compounding and accelerating the evolution of collaborative environments, ubiquitous and all powerful hand held devices allow limitless freedom to work and learn anywhere any time. The most productive activities probably now occur at your favorite cafe. This paper does not intend to inform the future, but to merely expose (anecdotally) a snap shot of the journey so far. The presentation will examine a number of commercial workspace, tertiary administration areas and educational collaborative spaces in a series of 'warts and all' post occupational reviews.

We will be asking the following questions: Is the design consistent with original aspirations? Are you more productive now? Do you spend more time with your colleagues? Has the space allowed for productive collaborations? Do collaborative spaces result in cross pollination and innovative thinking? Do shared spaces just create noise and distraction? What would you never do again? What should have been taken further? Are these, 'new spaces' resulting in reduced facilities cost? By presenting a series of case study examples that have been designed with a 'new world in mind' we will reveal some of the success and failures through interviews with users. We will compare aspirational design with real life use to broach the big question 'do I really need to give up my office'?





## Compliance to Conformity: How to Stop Red Tape Strangling Innovation

#### JOHN PIKE

Murdoch University

John Pike is a university administrator with more than 20 years of experience and expertise across both central and academic unit management. Prior to joining Murdoch, he has worked at universities in the Go8 and ATN.

As Executive Officer, Policy, Planning and Government Relations, he leads institutional policy development and implementation in relation to Commonwealth and State Government policy directions and goals. This incorporates all aspects of policy management from liaison with all levels of Government, through 'big picture' strategic oversight of University directions, to assisting Schools in the development of operational plans to implement the University's strategic directions.

John has played a key role in the development of the University's Mission-Based Compact and Institutional Performance Portfolio, has facilitated policy in social inclusion and indigenous education, and continues to work on implementing government policy such as the MyUniversity website and Tertiary Education Quality and Standards Agency.

The globalisation and massification of higher education have led governments to increase their policy reach into the sector. The Australian Government is no exception with new regulatory regimes, reporting requirements and accountability measures drilling deep into the management and operations of higher education providers (HEPs). This intervention is the antithesis of the then Education Minister Julia Gillard's 2008 pledge to "take the foot of government off the throat of our universities".

The scope of higher education policy is broad – ranging from curriculum, pedagogy and evaluation; governance and equity policies through to research and innovation or funding mechanisms. Unsurprisingly, there is regulatory oversight of all these elements. Foremost is the Tertiary Education Quality and Standards Agency (TEQSA) which is the national regulatory and quality assurance agency whose primary task is to ensure that "students receive a high quality education at any of our higher education providers". Its role involves regulation using a standards-based framework as well as conducting quality and compliance assessments across the sector.

HEPs also face the regulatory requirements of the Australian Qualifications Framework (AQF), Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), and Education Services for Overseas Students (ESOS). These cover the nature of courses that may be offered as well as placing requirements on institutions for the provision of student services.

There has been an expansion of high stakes reporting requirements through core datasets. In turn, this data has provided the base for growth in institutional rankings. The quality of research has been assessed through the Excellence in Research for Australia (ERA) initiative conducted by the Australian Research Council. The outcomes of ERA directly impact government funding pools as well as impacting on grant application processes.

MyUniversity, Institutional Performance Portfolios and Mission-Based Compacts have made detailed information about institutions publicly available. The aim of these datasets is to inform student choice, benchmark performance and provide transparency and accountability. The information published is, however, only data that can be gathered readily or was initially collected for a different purpose and is often a proxy for intended performance measures.

Taking as a base the recommendations of the Review of Australian Higher Education (Bradley Review), the Commonwealth's policy response and its implementation will be examined. Formal policy introduced under the auspices of the Transforming Australia's Higher Education System, the Commonwealth's response to the Bradley Review, will be investigated and assessed against expressed policy intent.

There is a complex interplay between policy and its practical implementation. Analysis of policy introduced in response to the Bradley Review will explore its effect on institutional strategy and innovation in the sector. Consideration will be given to the proposition that policies "enforce a static narrow framework in which few providers go wrong but none can do well" (Conor King, AFR, 9 July 2012) and limit the capacity of universities to develop innovative offerings.

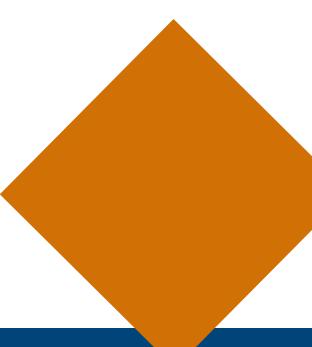
Policy directions become increasingly problematic as fiscal constraints impact on a government's ability to act. From

this perspective, the tightening of policy from 2011 to contain expenditure in the face of massive undergraduate growth and then further constraints following MYEFO (Mid Year Economic and Fiscal Outlook) in 2012 will be examined.

There is a cultural shift going on, taking the sector further down the path of regulation, transparency, accountability and compliance – stifling innovation. The extent of regulation means that HEPs are required to embed effectively the same processes and practices that take into account quality assurance, risk management and compliance measures across all their activities.

Reducing the regulatory burden will assist in opening opportunities for HEPs to take innovative directions. It will be proposed that TEQSA act as a central regulatory and reporting agency for the sector. TEQSA are required to comply with three principles when exercising its powers – regulatory necessity, reflecting risk, and proportionate regulation. Application of these principles would reduce regulation and reporting. It would, however, require many government agencies to cede their oversight of aspects of HEP activity.

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## SESSION 7

## Creating Time for Quality – Improving the Academic Experience

#### JO ALLBUTT, MARTIN MCCARRON

Queensland University of Technology

Jo Allbutt is a creative practitioner working in management across student administration and curriculum; with broad interests in communication and business improvement. Jo had a diverse career path before landing in tertiary education management and is happily convinced that being a square peg in a round hole can be an advantage.

**Martin McCarron** is an experienced manager who believes people are his greatest asset and brings technical expertise and change management know-how to his position. Martin is a great traveller, and a pilot who enjoys good wine and a great argument

In today's University the notion of doing more with less is a standard mantra. The environment in which universities are working is one of shrinking resources, in terms of professional support, allied with greater expectation around student experience and research output. It is a work place where the word administration is four letter, bureaucracy linked to heresy but an environment that is increasingly compliant and accountable to standards authorities and its own constituents.

This presentation, 'Creating time for Quality – Improving the Academic Experience' is about the process of making do with less whilst trying to achieve more and providing the opportunity for quality. The case study it describes and analyses is relevant to anyone who works in a compliance driven, resource constrained environment where output needs to ensure integrity in production and process.

At the beginning of 2012 a new Faculty of Science and Engineering was established at QUT. This beginning was the culmination of a process of change that saw major organisational re-structure across three of the universities faculties. The newly considered Science and Engineering Faculty (SEF) brought to together a range of academic disciplines that had not been previously housed within the one entity before at QUT. The new structure provided a catalyst to enable the re-consideration of process, procedure and how the work of the faculty had been previously undertaken. This change also accompanied a shift in thinking; a distinct paradigm shift occurred, no longer did the staff within the faculty need to look down and back but rather up and forward. Optimism about the future and the possibilities of the faculty were articulated through the newly formed executive and schools. These possibilities were given form through the physical presence of two new buildings on the university's city campus. The new buildings house the Institute for Future Environments (IFE), fantastic collaborative learning spaces, academic staff and Higher Degree Research students in open plan flexible space.

Making the new entity work in this dynamic and new environment required a re-think of roles, business and process. Business Process Improvement became imperative as professional staff numbers decreased and student numbers, at both undergraduate, postgraduate and research levels, increased. The opportunities for expanded research capacity due to access to improved facilities enabled ambitious targets to be set.

In this presentation we discuss how the notion of Course Management has been identified within SEF as a key business improvement project. How our ambition for the project is to enable service to our academic colleagues to provide a great learning experience for our students. How the project aims to take a myriad of interrelated processes and demystify them to achieve a seamless approach to a currently noisy environment.

We would like to share our experiences through this process. Provide an overview of some the theory involved and discuss useful methodology; how it has applied to our situation and explore how some of the tools used have proved to be powerful change agents. We would like to present how using Business Process Management techniques has enabled SEF to gain traction within the university hierarchy to encourage process change and how it has enabled us to articulate our process issues to a wider audience.

Above all we discuss how using our people effectively, our staff, our academic colleagues and their expertise and our students to work alongside us has enabled the project and how in the finals analysis sometimes it is the very simple solutions that can provide us with the greatest gains.

## CONCURRENT SESSION **D**

2.25 PM — 3.15 PM



TEFMA International Strategic Partners Panel



### Students as Active Partners in Planning Student Experience

#### DR SARA BOOTH

University of Tasmania

**Dr Sara Booth** is Head of the Student Evaluation, Review and Reporting Unit or SERRU, which provides support to the University on a range of data needs, priorities and projects. She has a background in learning and teaching with a degree and doctorate from the Faculty of Education at UTAS. Her expertise is in project management, standards and benchmarking at the institutional level. She also provides policy advice and support to the Senior Executive and committees on a range of institutional strategic priorities such as learning and teaching performance, promotions, academic standards, quality, benchmarking and the reporting of institutional data

It is widely accepted that the overall higher education (HE) student experience plays a critical role in student success. Student experience can be defined as 'all experiences of facets of the university experienced by an individual student' (Baird & Gordon, 2009). It is difficult to identify the student experience as a single construct as it is multifaceted, including; pre-enrolment engagement, experience of firstyear and subsequent years of study, graduate studies and graduate outcomes (Chalmers, 2008). The period from 2008-2009 highlighted the development of performance indicators (PI) in the Australian HE sector as a method for institutions to measure the quality of the student experience. The Bradley Review (Bradley, Noonan, Nugent, & Scales, 2008) was instrumental in setting the context for change in accountability and transparency in the HE sector with three recommendations based on standards frameworks and performance indicators (recommendations 19, 23 and 42).

The University of Tasmania (UTAS) is in the process of developing a new strategic plan – the Student Experience Plan (2013-2015). Student experience at UTAS is defined as 'a shared partnership between students and staff which offers opportunities for learning, engagement and research outside the classroom; a welcoming and inclusive orientation program; focused support services; enactment on student data and an optimal learning experience'. This equates with the Higher Education Academy's (HEA) 2010 perspective on student engagement which views 'students as active partners in shaping their learning experience.' Both staff and students from the Tasmanian University Union (TUU) are actively engaged in planning student experience at UTAS. This paper will outline the methodological approach used (Duck & Hamilton, 2010) to develop the Plan which includes a current review of research literature, policy, consultation and feedback from staff and students. Students play a significant role in Goal 1 which is about offering students opportunities to have a strong voice through student representation and engagement. Some of the strategies in place include; an annual student conference; a research initiative that has students as change agents in improving the quality of the student experience, and; a student representation system.

One of the interesting issues to arise in the initial development of the Student Experience Plan (2013-2015) is how we measure student experience. Measures play a significant role in defining the indicator in terms of current and potential planning and practice (Coates, 2010). Many national measurement instruments are currently being revisited and tested to ensure that they measure and meet the original purpose for which they were designed e.g. Australasian Survey of Student Engagement (AUSSE); Course Experience Questionnaire (CEQ); Graduate Destination Survey (GDS). These performance measurement instruments are being strengthened and broadened to increase transparency of standards across the universities through reporting on the MyUniversity website. A new measurement instrument, the University Experience Survey (UES), has a much broader remit in terms of university experience and will be linked to performance funding. This article will also outline the various measures, both quantitative and qualitative, that have been identified to track the quality of the student experience at the University.



## SESSION 3

## **Student Services & Amenities Fee at UWS**

#### JOANN FLACK, SOPHIE BUCK

University of Western Sydney

Joann Flack is the Fees and Student Finance Manager, Student Administration (Operations) at the University of Western Sydney. Joann has held this role for the past twelve months but has been setting the fees for the University for the past five years. Prior to UWS Joann worked in the private sector in financial services.

**Sophie Buck** is the Assistant Academic Registrar, Student Administration (Operations) at the University of Western Sydney. Sophie has held this role for seven years and has overseen a number of projects, including the introduction of online enrolment and application systems, as well as managing the e forms project. Prior to UWS, Sophie was the Faculty Manager of Information Technology at UTS and has 20 years of experience working in the Higher Education sector.

The apprehension was intense towards the end of 2011. We knew there was a new student fee trying to be passed through Parliament; it wasn't until the new Senate was elected in July that this legislation was passed on 11 October 2011. The University was keen to implement this new fee as a means of contributing towards the extensive costs of providing student services and amenities and not divert funds away from teaching and research.

The fee enables universities to receive a contribution towards the extensive costs of providing student services and amenities. Previously some of these services and amenities were funded by a student union fee, but legislation introduced in 2006 meant that this fee was no longer allowed. From 2006 most universities, including UWS, used their core teaching and research budget to cover the costs of providing student services and amenities.

The University of Western Sydney made the decision to charge this non-academic Student Services and Amenities fee from Autumn session 2012. Once that decision was made, the frantic planning began.

A working party was formed from the various departments within the Academic Registrars Office to scope out how UWS was going to implement and manage this new fee. Many meetings took place along with long discussions on how this fee would work within the confines of our current student management system. The working party were working to a very tight time frame we required a system in place that could manage an upfront or deferred payment, Commonwealth Assistance Forms, Statements of Account, SA-HELP applications, encumbrances and reports within six months. The working party was filled with individuals who had a wealth of knowledge and really understood the complexities of bringing a project like this to life.

Effective communication to the students was paramount, web information and posters were printed and displayed advising students that UWS was charging this fee and how the money would be spent. Emails and sms texts were sent to students informing them of their due date, the Academic Registrars Office Communication Team prepared and delivered an excellent communication strategy for the students to pay or defer this fee.

Fees and Student Finance were responsible for ensuring the students were paying or deferring their Student Services and Amenities Fee. \$7.5 million was collected in revenue for 2012. UWS achieved 96% payment compliance the target rate was 85%.

The SSAF legislation states that UWS will be consulting with students and their representatives about how they see the priorities for student services and amenities. All of the income from the fee will be spent on student services and amenities related to sporting and recreational activities, employment and career advice, health and welfare, study skills programs, orientation, child care, financial advice, overseas student services, and food services.

Some of the fee income will be allocated directly to maintaining essential campus services and facilities, while some of it will enable the expansion of services or new services and facilities.

For UWS the Student Services and Amenities Fee was a successful campaign which contributed to additional revenue for UWS in 2012. The SSAF working party achieved success and received a Vice Chancellor's Excellence Award 2012 for all the time, hard work and effort that went into the implementation of SSAF.

This presentation will demonstrate achievement, innovation and the collaborative venture that was cultivated within a short time frame using existing resources.

## SESSION 4

### A Passivhaus Education Facility in Tropical Indonesia

#### SHANE ESMORE

#### UmowLai

**Shane Esmore** is a Group Director and Principal Sustainability Consultant with Umow Lai. Umow Lai is a building services and sustainability engineering consultancy and is one of the largest and most active sustainable building consultants in Australia and South East Asia.

Shane's expertise in green building design is widely recognised for its technical innovation and high performance outcomes. Shane's extensive experience includes a variety of highly sustainable commercial, educational, and institutional buildings

A prominent Indonesian Philanthropist has undertaken to build a new school and tertiary education centre in Indonesia that will be one of the Greenest Buildings in the world.

Located in Alam Sutera, a satellite city of Jakarta, the Bangunan Sarana Pendidikan centre will compromise a tertiary education training centre, K-12 school, child psychology clinic and events centre over 30,000m<sup>2</sup> of floor area. The project is intended to be a gift to Indonesia to fill a void in area of childhood psychological health diagnosis, treatment and post graduate training. Another key aim of the project is to provide an example to the local building industry of how a ground breaking sustainable building can be developed within the relatively low skills environment of Indonesia.

Sustainable design goals for the project include:

- > A Zero Carbon Building (net operational performance)
- > Passivhaus Certification
- Platinum Green Ship Indonesia Certification (equivalent to 6 Star Green Star)
- > 100% Water Recycling and Zero Stormwater run-off
- Low technology design able to be operated and maintained with local knowledge

A key strategy in the project meeting its ambitious sustainability goals is the use of the Passivhaus design approach. Passivhaus is an international design and certification approach more commonly associated with extreme low energy German houses. Yet Passivhaus has grown to cover almost all building types and has been shown to deliver super low energy results in the real world with simple and cost effective solutions. While it has been mainly applied throughout Europe and North America it can apply to any climactic condition on the planet. The BSP project will become the first to be certified by the Passivhaus Institute for a tropical environment and will be the largest example of a Passivhaus project in the world

By utilising the principles of the Passive House, alongside stringent controls on humidity and vapour ingress, the building is able to achieve major reductions in the energy consumed for HVAC purposes. Much of the technology used is simple and commonplace relying on the way it is combined together with the overall building design to achieve the extreme performance required.

The low availability of skilled workers, for both construction and maintenance, demanded a technically simple solution. With a Passive House building the mechanical plant can be significantly simplified and minimised when compared to a conventional solution.

The site is only served by non-potable water supplies and so the monsoonal rain is captured and stored in large volumes before being treated to potable standard to supply the building. All sewer water is treated on site and then reused for landscape irrigation and heat rejection. Stormwater is also captured and diverted to absorption wells on site so that even tropical storm run-off is prevented from leaving the site.

With the project delivering extreme low energy performance, the focus turns toward renewable energy generation to achieve zero net carbon emissions. Of the available renewable energies, solar PV was chosen as the most simple, robust and available technology for the project. However even with the low energy design, an array size of over 1MW peak electrical is still required for the project. This entails nearly all of the available roof space and some wall surfaces being dedicated to solar power generation. Another key challenge for the PV system design is the relative infancy of the Indonesian solar market requiring the engagement of international solar specialists for the project delivery.

The Bangunan Sarana Pendidikan project will provide a high profile and tangible example to Indonesia of how a world leading sustainable building can be developed. Key to this is an approach that relies on the integrity of the building



design to deliver the performance required. The result is a sustainable facility that can be simply maintained and operated into the future. The design philosophy demonstrated in this project is therefore applicable anywhere else in the world.

### SESSION 5

### Creating Space Without Building – New Ways of Surmounting Old Obstacles

#### BARBARA ROBINSON

University of Queensland

**Barbara Robinson** has worked in university space management for 20 years, first as a design architect and now as the UQ space manager. She has actively promoted the development of tools, led space and records management projects and shared knowledge within TEFMA and aboard. She is currently part of a team working on the development of benchmarks for research space.

Space allocations at universities are steeped in academic tradition and hard to challenge yet space pressures are increasing and Facilities Management departments are expected to provide guidance on space allocations. Ongoing developments in technology have assisted with recording and reporting on space usage and in the development and display of space allocation scenarios. These developments all provide new opportunities to space managers for achieving their goals. A review of current space management trends is provided and two case studies are used to demonstrate current and evolving aspects of effective Space Management.

Case study one covers a Space Utilisation audit of all University teaching space and the report produced from the audit data. The low utilisation demonstrated in the report was used to drive forward plans for policy changes and the reallocation of a part of the space audited to other uses. The case study covers:

- Context
- > Report & definitions
- Audit methodology
- > Analysis of results
- > Development of recommendations
- > Building stakeholder consensus

Case study two covers the review of a faculty's Space Utilisation and its future accommodation options in order to agree on the reallocation of spaces freed up due to the acquisition of a large new building by the faculty. Retention of its existing space in addition to the new space would increase the faculty's space allocation by 33%. This would not be seen as equitable by the other stakeholders.

The first part of this case study examines trends in space utilisation by this faculty and other faculties over the last five years. The second part examines the space utilisation and condition of all buildings currently occupied by the faculty and makes recommendations for improved utilisation, rehabilitation and expansion.

These studies show that the old obstacles raised by faculties and administrations to block space reallocations can be surmounted by careful application of new data collection, analysis and presentation techniques.



#### Incorporating Technology in Standardising Reporting Mechanism for Centres of Excellence

#### SOPHIA HACCOU, STEPHEN GRAY

Swinburne University, University of New South Wales

**Sophia Haccou** is the Research Administration Manager for the Faculty of Engineering and Industrial Sciences, Swinburne University of Technology. She has been working in the tertiary education environment around Australia since 2000, including five years with Monash University and two years with Charles Darwin University, mostly in the area of research administration and quality assurance (monitoring and evaluation). She holds Master of Arts and Master of Education (ICTE) from Monash University.

**Stephen Gray** is the centre manager at the ARC Centre of Excellence for Climate System Science, based at UNSW. He has worked at UNSW since 2006 in a number of roles, primarily with a focus on research administration and management. Stephen has been an ATEM member for a number of years and is currently Institutional Coordinator at UNSW. In 2013 Stephen commenced a Master of Tertiary Education Management at the LH Martin Institute at the University of Melbourne

Research funding comes with obligations but some obligations, in particular reporting requirements, are greater than others and increasingly the remit of professional staff. The Australian Research Council Centre of Excellence program is characterised by a high level of reporting in a wide range of activities, expenditure and key result areas. This task is made more complex by the fact that data needs to be collected from multiple institutions.

There are no specific guidelines provided to Centres of Excellence on how to structure their professional staff teams. Some centres specifically fund professional staff positions to accomplish this high level of reporting, others need to fit reporting into the workloads of very small professional staff teams. The professional staff of the CoE administering institutions have to devise solutions as to how they will capture data on key result areas that balance the obligations to the funding body with the limits of their research staff. For Centres of Excellence the trend in attempting to capture data is to utilise online tools but the approach is usually ad hoc and in house and dependent on the Centres of Excellence's professional staff administrators competencies with online database design. The task is further dependent upon the management of node staff in the peculiar Centres of Excellence business model and the ability to convey to researchers the importance of what may seem like burdensome reporting overheads.

Centres of Excellence live or die on the quality of the data they produce for funding rebids. To accurately compare the outcomes and outputs of these prestigious basic academic research Centres it is probable that they should be adopting a standardised approach. At the heart of this approach should be a dual focus of ensuring detailed and relevant data is reliably captured as well as making reporting as simple and noninvasive to research staff as possible .

We will outline the reporting requirements of Centres of Excellence and the unique challenges posed. We will give examples of the wide variety of ways different centres have approached data collection. Finally we discuss the way that online databases simplify the process and advocate for a standardised approach.





### SESSION 7

### The Only Constant is Change

#### JULIE WILLIAMS, JENNIFER GROSSI

Queensland University of Technology

Julie Williams began her career as a primary teacher in the United States. In keeping with her passion for education, she managed a tutoring centre for three years prior to being employed with QUT as an Administration Officer, then an Academic Programs Officer in the Academic and Curriculum Team. She viewed the amalgamation of faculties as an opportunity to develop new skills and strengths in the vastly different role of Senior Services Coordinator with the prospect of working closely with the academic staff to support their endeavours in teaching and research.

Jennifer Grossi began her career in the UK in the private sector in administration and retail management. Within Australia she has worked for the Department of Defence and also in the private sector mainly working in the payroll and finance field. Her University Experience commenced at James Cook University in Townsville in 2000 where she worked in Occupational Therapy, moving onto UQ in 2003. She has worked at QUT since 2005 in the Faculty of Health as the Clinical Placements Coordinator for the School of Nursing until 2012 when she moved on to join the Science and Engineering Faculty in the role of Senior Services Coordinator at the beginning of the restructure to broaden her skills and develop strengths in different areas.

Prior to 1 January 2012, the newly created Science and Engineering Faculty consisted of two separate faculties, Faculty of Science and Technology and Faculty of Built Environment and Engineering. While both faculties had adopted a centralised structure for professional staff to varying degrees, there were differences in these structures as well as in the processes and procedures in place in each faculty.

The first year in a restructured organisation is expected to be full of twists and turns and 2012 was no exception for the Science and Engineering Faculty. As expected, the loss of corporate knowledge due to the voluntary redundancy offer resulted in spinning wheels while we attempted to clarify roles, identify best practice for processes, and create new processes and procedures where necessary. At the same time, we were also coping with greatly reduced professional staff numbers not only in our faculty but across the university resulting in unexpected changes to procedures and unclear accountabilities. We also experienced unprecedented increases in enrolments across the faculty which added to the challenge as we strove to provide excellent service to our key stakeholders. With all of these pressures, frustration was running high amongst the staff as gaps were appearing in processes and numerous training sessions were conducted to address these.

After the first few months, the team was beginning to feel the effects of the amalgamation, but with goodwill, hard work, dedication and support for one another, we kept the wheels turning while the engine was still being fine-tuned. To begin the fine-tuning process, four specific business processes were targeted for review and streamlining. A comprehensive "In-flight Review" was conducted to gather feedback from academic and professional staff regarding the workings of the faculty.

A year on we are in a much better position, having come a very long way but we acknowledge we still have a way to go. This presentation will take you through our journey, the highs and lows of the restructure, the challenges that we faced, the opportunities we embraced and how we will continue to survive.



# CONCURRENT SESSION **E**

10.50 AM — 11.40 AM

### SESSION

### Stakeholder Involvement & Management for Success in Complex, Large Scale Facilities

#### LEO FINCHER-JOHNSON

#### University of Melbourne

Leo Fincher-Johnson is a senior manager and engineer with a diverse background in the construction industry, including wide experience in the delivery of significant capital projects and programs in excess of \$450m, through all planning, development and operational stages. Leo also has an extensive background in strategic planning, public procurement and contracting. His skills are regularly called upon for the development of major project governance, contracting, financial management, risk management and probity protocols.

Leo is currently Construction Manager, Major Projects at The University of Melbourne. He has previously held senior facilities management positions for the University of Western Sydney, Education Queensland, the Queensland Department of Justice and Murweh and Whitsunday Shires. Leo was earlier a senior officer in the RAAF, managing facilities for a number of RAAF establishments as well as undertaking a tour in Antarctica as lead advisor for the development and assessment of an experimental snow-ice runway.

Having recently delivered the new Melbourne Brain Centre at Parkville for the University of Melbourne, Leo's current responsibilities include the delivery of the +25,000m2 Peter Doherty Institute for Infection and Immunity, a 14 storey research facility in the Parkville Precinct of Melbourne due for completion later in 2013.

To achieve outstanding success in the briefing, design, construction and operation of large scale, complex facilities is as much consideration, review, teambuilding and control as it is science and process.

In the past, large complex buildings were often provided by repeating past building forms and designs with little or no input from prospective building users.

More recently stakeholders and prospective building users were typically consulted during early design development, but then were not consulted again until preparation for building occupancy. This meant that any misinterpretation or change in requirement was not incorporated and either required workarounds or rectification. More recently the process was extended to include client/ user involvement in the finalisation of schematic design. This retained the view that construction is a separate specialist function with no requirement for user input or involvement.

A new approach has been developed which provides a more holistic user involvement throughout the process; allowing stakeholders and key personnel participation in all aspects of the development and delivery of a project. This includes input into preliminary discussions, design development and construction of their new building. This methodology is particularly suitable for the construction of complex, large scale facilities with multiple diverse stakeholders and is the methodology used for the design and construction of the Peter Doherty Institute for Immunity and Infection, a leading edge medical research facility currently under construction for the University of Melbourne and Melbourne Health.

The methodology includes integrated user briefing of consultants; involvement in regular meetings and reviews including value management to achieve a design within budget; involvement in the documentation and tendering of the project followed by meetings, updates and general and targeted inspections of the site throughout construction. It also includes user consultation in the communications, relocation and operational planning for the new facility.

Benefits of this approach include improved integration of functions, enhanced design solutions with appropriate service provision. A byproduct is the practical aspect of change management in that the regular interaction allows users to understand and mentally prepare for relocation of their operations to the new facility. This eases the transition and provides the potential for the new facility to fulfill its planned function earlier with less stress and reduced down time.

The key to this approach is the selection, formation and maintenance of the expanded project team while maintain clear authorities and communication lines. A robust governance process that allows input to the process while maintaining a clear and unequivocal structure to manage inputs and changes is also essential.

The benefits of this process have the potential to make enhanced user involvement a regular occurrence on future complex large scale projects.



### SESSION 2

#### Challenge the Admission Traditions SOPHIE BUCK, ROBYN CAUSLEY

University of Western Sydney

**Sophie Buck** is the Assistant Academic Registrar, Student Administration (Operations) at the University of Western Sydney. She has held this role for seven years and has overseen a number of projects, including the introduction of the online enrolment and application systems, as well as managing the e forms project. Prior to UWS, Sophie was the Faculty Manager of Information Technology at UTS and has 20 years of experience working in the Higher Education sector.

**Robyn Causley** has been working in Student Administration since late 1989 and in that time has worked in 3 higher education providers. Currently, Robyn is the Manager of Admissions and Postgraduate Research Student Administration at the University of Western Sydney. Her portfolio covers admission of domestic students to all non award, undergraduate and postgraduate coursework courses at the University, as well as candidature management of domestic and international higher degree research candidates from admission to submission

The University of Western Sydney has long had a tradition of combining academic excellence with opportunity, focusing the offering of places to students who have potential but might not otherwise be given the opportunity to study at University level. Being positioned in a predominantly working class environment, the University has been able to more than adequately accommodate the Governments recent focus on provision of study for students from low socio-economic backgrounds.

The provision of additional funding for students from low socio-economic backgrounds, combined with the removal of funding CAPS for undergraduate Commonwealth Supported load meant that UWS was facing completion from other institutions in its traditional catchment pool, as the other Universities made a grab for our traditional student base, as well as having to compete with others who were attempting to expand to capitalize on the freeing up of funding. The traditional pecking order of Universities and offers were under threat, and we could not afford to be complacent and continue to admit students in the same way as we had always done. To be able to survive and remain viable as an organization, UWS needed to secure the required load for 2013. We already had an early offer strategy that had been in place for a number of years (called the Triple Advantage Scheme), but we needed to something more radical, to break the current mold if we were going to remain attractive to students and be the place of choice for Western Sydney students, especially given now there were lucrative incentives for them to drive past our local campus to go and study on the Eastern Suburbs of Sydney.

This paper will cover the various strategies put in place by UWS to win back its heartland students in 2013, covering the trials and tribulations of making faced paced change in the somewhat traditional environment of admissions at Universities, where the ATAR rules supreme.

Although allies in the past, for the first time, the Admissions unit had to work closely in conjunction with the Student Recruitment/Marketing arm of the University, and both areas had to learn to speak each other's language, and jointly prepare and operationalse a new and innovative recruitment/ early offer/admission campaign in the space of a few short months.

For the admissions unit in particular, it meant completely revamping the system used through our Tertiary Admission Centre (TAC), managing that important relationship but at the same time challenging the current offer model in place and being used by all other participating institutions. It was about seeing which rules and conventions could be amended to produce the outcomes we required, without breaching the agreed Code of ethics that the Vice-Chancellor (and all Vice-Chancellors of participating institutions) had signed.

Making the offers was only part of the challenge – we then had to implement strategies to make the offers "sticky" – a marketing term that is somewhat of an anathema to student administration, but essentially means how to covert offers into head count enrolments, and make them stay with us to the census date. The incentives have to be worth it. UWS implemented a number of incentives to achieve this aim, all of which had major logistical challenges for student administration, and this paper will give an overview of these, and rate their successes and reflect on the rollercoaster ride in this crazy competitive environment.

#### Research-Led Education for Engineering: Two Building Case Studies

#### MARK ROEHRS

#### HASSELL

**Mark Roehrs** leads the Education and Science sector for HASSELL and is a Principal in the Brisbane Studio. He is an expert in the briefing, design and delivery of large complex projects. Mark is highly regarded by education and science clients for his ability to innovatively brief and design projects with a particular interest in:

- Collaboration and interaction strategies to support communication, innovation and discovery;
- Efficiency and flexibility facilitated through generic laboratory design
- Learning landscapes to meet the needs of students in the technology century
- Mark's knowledge leadership has been informed by research visits to facilities around Europe and the USA.

Engineering faculties are re-evaluating how learning experience and outcomes can be optimized through a research-led translational approach to learning: engaging the full cycle of research, testing, industry application and the acceleration of outcomes back into curriculum and learning experience through the collocation of these activities into an integrated collaborative facility. Additionally a return to authentic experience for students is framing thinking about the modalities of learning and the use of the building as a living laboratory.

2 engineering faculty projects, The University of Queensland Advanced Engineering Building (completion June 2013) and the Flinders University Kinetica project (completion end 2014) explore different spatial models and learning modalities to achieve these outcomes including:

- A return to hands-on problem based learning in studio settings where students work collaboratively on real word challenges to hypothesize, model, build and test their outcomes.
- > Exposure to the research enterprise through accessibility to research floors.
- Direct experience of the research environment through learning experiences in research laboratories

- > Encouragement of industry to co-locate and participate in the research and learning programs.
- > Use of high-end interactive visualization technologies
- Use of the building as a living demonstration of a range of innovative engineering approaches with realtime monitoring of structures, service systems, and environmental performance
- Circulation and spatial connectivity models to facilitate and optimise interactions between the learning and research communities.



#### Maintenance Contracts – Legal Issues and Performance Management in an Outsourced Model

#### SCOTT ALDEN, ALISON FINCHER-JOHNSON

DLA Piper Australia, University of Canberra

**Scott Alden** is a Partner and Location Head of our Sydney Finance & Projects team and has been providing commercial and contractual advice to government entities and tertiary institutions for over 13 years. Scott has specific expertise in probity and procurement advisory services in the tertiary and government sectors, government commercial and infrastructure projects (primarily tertiary institutions, commonwealth and state government), general contractual and legislative advice and the tendering process (at all levels of government), government and private sector capital and services procurement and infrastructure contracts and performance.

Scott is a recognised expert in this area and writes a regular article in the Law Society Journal, which is also often published in other publications such as Government News, Procurement Professional, the Australian Construction Law Newsletter and the Australian Construction Law Bulletin. Scott also regularly gives presentations and workshops at professional conferences and for industry bodies and associations on procurement, tendering and probity.

Scott has a keen interest in commercial construction work and is a member of the Law Council's Building and Construction Law Committee as well as the Business Law Committee of the Law Society of NSW.



**Dr. Alison Fincher-Johnson** is a highly qualified professional with extensive experience in the planning, development and management of higher education property portfolios. Alison is skilled in strategic master planning, development of new facilities, management and redevelopment of existing infrastructure, space management, campus operations and business management.

Alison's expertise has been gained working both in the commercial and higher education sectors, in Australia and overseas. Alison is currently the Director, Estate Management at the University of Canberra. Prior to this role Alison held positions as Deputy Director, Facilities Services at RMIT University in Melbourne and Executive Director of Property and Campus Services at Box Hill Institute of TAFE. Alison has also held senior management roles at Deakin University and at Sinclair Knight Merz (in India and in Australia). Earlier in her career Alison was a Founding Director of Wilkinson Fincher, Architects and of Design Helix, Interior Architects.

Alison's diverse professional and academic background provides the broad vision required for property management in higher education organisations. Alison's role at the University of Canberra includes leading the future planning and development of the University's property portfolio and the ongoing management of its existing infrastructure and operations, to support the University's strategic objectives and respond to its changing needs.

Universities around Australia, both on their own and in collaboration with other entities, procure and deliver very large capital works and intensive projects. These require the very best and up to date forms of market engagement and procurement, as well as project management and delivery.

Come and hear from two highly experienced and senior consultants as they share their knowledge and experiences in terms of:

- > Risk Management Through the Procurement Cycle
- > Balancing Compliance with Innovation and Delivery
- New and Emerging Contract Models to Increase Project Outcomes and Collaboration Whilst Retaining Rights and Risk Allocation / Apportionment

> Successful and Cooperative Project Management During this presentation, we will discuss procurement as well as consider various contract models and providing guidance on which models suit which project characteristics. This presentation will recognise that it is not a 'one size fits all' approach but that different project drivers and issues will lend themselves to different models. We will then provide insights into successful project management reference to a recent project.

#### CONTRACT MODELS

The market for procurement has experienced significant change over the last few decades, with education procurement spending now being in the top three industries for non-residential procurements. Timeframes, and risk allocation, transfer and management, are amongst some of the more recent market issues that have subsequently emerged, requiring both suppliers and procurers to clearly understand their respective business needs and capabilities. Partnering and alliancing has also become more prominent reflecting tight funding markets and the desire to minimise project risk.

Over time, a number of contract models have evolved. Each differs in various ways including the level of project control, certainty over contract sum and/or lifecycle costs, cost of tendering, risk allocation, concurrence with statutory regimes, delivery timing, and scope for innovation.

The contract models to be discussed include:

- > Fixed time/price model (traditional);
- > Guaranteed maximum price (GMP);
- Relationship and performance based models (ECI and Alliancing);
- > Managing contractor model;
- > Cost plus contract model;
- Collaborative contracting (Collaborative Services Agreement)
- Which of these a principal chooses will depend on the nature of the project. Important factors for consideration include:
- > Clarity of scope
- > Size of project
- > Certainty of risks involved and ability to allocate risks
- > Degree of complexity
- > Degree of flexibility
- > Availability of government or third party input
- > Need for certainty of costs
- > Need for innovation

#### Measuring Learning Outcomes at the Course & Unit Level: Development & Implementation of Electronic Course & Unit Reports at the University of Tasmania

DR CASSANDRA SAUNDERS, DR SARA BOOTH

University of Tasmania

**Dr Cassandra Saunders** completed a Bachelor of Biomedical Science and a Doctorate in Pharmacology/Immunology at the University of Tasmania. After working as a lecturer in Cell Biology and Biochemistry for a number of years, she completed a Graduate Certificate in University Learning and Teaching and recently commenced work in the Student Evaluation, Review and Reporting Unit, or SERRU as Research Officer where she is involved in the analysis and reporting of institutional data and research projects.

**Dr Sara Booth** is Head of SERRU and has a background in learning and teaching with a degree and doctorate from the Faculty of Education at UTAS. Her expertise is in project management, standards and benchmarking at the institutional level. She also provides policy advice and support to the Senior Executive and committees on a range of institutional strategic priorities such as learning and teaching performance, promotions, academic standards, quality, benchmarking and the reporting of institutional data.

The Australian higher education sector has undergone significant changes in quality assurance and standards in recent times with the establishment of a new national body for regulation and quality assurance, the Tertiary Education Quality and Standards Agency, the Higher Education Standards Panel and the revision of the Australian Qualifications Framework. Mechanisms to peer-review student grades and achievement of academic standards and learning outcomes have also been recognised by a recent OLT project (Krause et al. 2008). Internally, the University of Tasmania's (UTAS') AQUA Audit Report (March, 2012) stated that 'differing interpretations of learning outcomes have resulted in some uncertainty about the application and implementation of the concept across programs and campuses. Achievement of greater consistency in approach will be an important part of future work'. The UTAS Strategic Plan for Learning and Teaching (2012-2014) seeks to address the issues around consistency of approach and better define outcomes at the unit and course level.

As a result of these national and internal drivers, the Student Evaluation, Review and Reporting Unit (SERRU) at UTAS, in collaboration with Synateq and the university's central Information and Technology Resources, developed electronic pdf Unit and Course Reports to be utilised for all units and courses across the university. The aim of these reports is to provide a formal system to map and evaluate the quality and performance of both undergraduate and postgraduate units and courses, including attrition and retention, student satisfaction, delivery and efficiency/sustainability. Whilst it is intended for some data to be pre-populated, the reports also require qualitative input from teaching staff i.e. Unit and Course Coordinators, which provides staff with a formal opportunity to critically reflect on each unit and course offering and consider improvements for future offerings.

The electronic Unit and Course Reports were introduced through a comprehensive consultation process with 28 Schools/Centres from November, 2012 - January, 2013. Concerns and valuable feedback were noted and collated under six key themes; 1) Unit and course management, 2) Quality processes, 3) Staff workload, 4) Performance management, probation and promotion, 5) Unit and course performance review database, and 6) Data and reporting. Many of the issues identified from this process have since been addressed in a Unit and Course Report Procedure document. The electronic Unit and Course Reports were subsequently trialled with 36 units and 10 courses, respectively. The trial provided an opportunity for the design and functionality of the reports and the accessibility and functionality of the software to be tested and reviewed. Issues identified include; the need for the reports to align to other university systems/databases in order to provide pre-populated data at the unit and course level; lack of compatibility of the electronic pdf forms with Mac computers, and; the inability of the electronic pdf forms to be shared in order for multiple users to provide input. The trial also highlighted the lack of a central repository for all Unit and Course Coordinators.

Unit and Course Reports are considered essential in order to provide a valid, standardised approach for the university to measure learning outcomes at the course and unit level and recognise good practice and areas for improvement, thereby enhancing the student experience and promoting quality, consistency and transparency across the university and ensuring the university's compliance to both national regulatory initiatives and the internal L&T Strategic Plan and related policies.



### SESSION 7

### Seismic Shifts in Trends, Traditions, & Technologies: Educational Management in a Natural Disaster

DR PHILIPPA SEATON, DR LESLEY SEATON, JUDY YARWOOD

Christchurch Polytechnic Institute of Technology

**Dr Philippa Seaton PhD, MA(Hons), BA, RN** is a principal lecturer and the eLearning leader in the Department of Nursing and Human Services at CPIT in Christchurch, New Zealand, where she teaches in the nursing programme. Philippa's educational and research interests include eLearning and clinical simulation in the health professions, and nursing workforce development.

Since September 4th 2010 Christchurch, New Zealand has experienced over 13,000 earthquakes. To continue teaching and learning in our tertiary institution during this seismic activity, staff have faced and overcome challenges that in a traditional context would have been thought insurmountable. In the devastating 22nd February 2011 earthquake 185 people died, 6659 were injured, and thousands more distressed and shocked in Christchurch city. Following this disaster staff and students at Christchurch Polytechnic Institute of Technology (CPIT) were evacuated from the city campus. Facilities were closed by Civil Defence, and a state of national emergency was in place for six weeks. The civil defence cordon surrounded CPIT leaving the campus in the prohibited 'red zone' and unreachable.

The study reported here explored and analysed the Department of Nursing & Human Services' learning community following this disaster. The research identifies and describes impacts of the disaster on teaching and learning delivery; providing recommendations for responding to sudden disruptive events, anticipating and managing educational needs, and ensuring business continuity. Guided by Asghar, Alahakoon and Churilov's (2006) post-disaster recovery stages of response, recovery, and rehabilitation, this descriptive/exploratory case study was conducted over 18 months. A longitudinal design permitted the research team to combine varying data collection methods, including interviews, a survey, and artefact review. Both statistical and iterative inductive analysis processes were used in the data analysis as appropriate. Seven themes emerged from the data. The themes relate to complexities and challenges facing staff in both their personal and professional roles as they responded to the disaster.

The learning community has many 'layers and players', some obvious, others not so evident, at any given time. It is apparent that such a catastrophic event will have a disruptive impact on all learning community members, not just teachers and learners. There were challenges to managing both tangible and intangible resources such as place & space, time, physical assets, and roles and relationships, necessitating their reconfiguration. Priorities frequently altered with ongoing changing circumstances.

The process of the initial response to the disaster and meeting safety needs is described, as is the way in which the usual 'business' of teaching and learning was suspended, superseded, and reconfigured. The key themes of action plans, context, balancing shifting priorities (professional responsibilities and personal imperatives), communication, leader and followership, decision making and taking action, and preparedness and thinking ahead are derived directly from this very specific case. However, lessons can be learned from this experience that others can use, in the context of their own educational organisations to inform their preparedness for sudden change.

The Christchurch disaster has thrown into stark relief the complex nature of the wider community that supports teaching/learning activities and highlighted the type of challenges that may arise from such sudden disruption to a teaching/learning community. The ongoing nature of the earthquakes has provided a valuable opportunity to build new traditions of educational management. While institutions are often ready for a 'one-off' challenge to managing the complex ecosystem that is education, Christchurch is providing new insights into, and lessons about, managing the uncertainty that accompanies unanticipated disruption that has no end in sight. With continuous change the 'new normal' of the post-earthquake organisation, new trends emerged and new traditions are being built.

# CONCURRENT SESSION **F**

11.40 AM — 12.30 PM

### SESSION

### World Class Research Facility at Monash Earns 6 Star Green Star Rating

#### PATRICK ELLIOTT

#### UmowLai

The newly completed New Horizons building delivers a new research facility for Monash University, Clayton Campus, VIC. The aim of the project is to provide a facility for R+D in future manufacturing, teaching and commercialisation.

The development provides opportunity to co-locate and integrate Monash University, Australia's largest university and CSIRO, Australia's largest publicly funded research organisation and enable discipline collaborations between various research groups.

The initiative will bring together the disciplines of materials science, physics, chemistry and computational and physical modelling to deliver products and services in the fields of biomedicine, aerospace and renewable energy.

The building has achieved 6 Star Green Star in 'Design' rating under the Education rating tool and is aiming for 'As Built' rating.

In addition the project objective is to provide a flexible environment that is easily adaptable to ever changing demands of the research and science. New Horizons is designed to provide teaching facilities for 250 undergraduate students and 250 academics and researchers and will include offices, laboratories, central voids with cross over bridges, a ground floor entry and café and a Collaboration Lounge.

In line with the commitment to provide a flexible, innovative and energy efficient facility the following engineering features has been incorporated into the design:

#### Mechanical

- Underfloor air distribution in the office areas to improve thermal comfort and minimise energy consumption
- Active mass providing radiant cooling and optimal thermal comfort;
- > Active mass heating in ground floor foyer
- > Sock diffusers to supply air in the laboratories
- Fresh air ventilation rates exceed minimum requirements by 150% for optimal air quality;
- > High efficiency evaporative chillers

- 'Waste' heat from co-generation system rejected into Campus HTHW loop
- Heat recovery from exhaust air stream via heat recovery coils
- > Low internal noise levels quiet and low flow air system
- High efficiency vibration isolation to facilitate vibration sensitive equipment
- Future proofing for additional fume hoods, speciality exhaust and speciality laboratory gases

#### Energy

- On-site energy systems incorporating co-generation unit with power and heat shared with the campus
- Energy optimised building management system with metering supplied
- Commissioning and tuning to ensure optimal operation of building in operation
- > Light zoning daylight lighting controls
- > Energy efficient lighting units with occupancy sensing
- Accessible and highly visible stairs provided for internal floor-to-floor movement. Lifts for essential use only
- Daylight glare controls external sunshades and motorised blinds to the atriums controlled by the solar package controllers, highly efficient glass

#### Water\*

- > Highly efficient fittings throughout
- Rain water harvesting tank serving toilets and landscape irrigation
- > Metering included for all major water uses in the project
- No water based heat rejection systems, air cooled evaporative chillers used in lieu of water chillers
- Fire system water, storage of recycled water needed for fire testing
- > Storm water filtration to best practices
- \*Hydraulic services were not part of ULA design

#### Environment

- > Waste recovery during construction
- Learning display located in the building foyer to communicate to building users and visitors the environmental performance of the energy and water systems
- > Zero-ODP refrigerants used throughout
- Thermal insulation selected to avoid the use of ODP substances in both manufacture and composition
- > Light pollution from the building is eliminated
- > ICT Facilities



- Space for research server racks for future proofing and flexibility
- Structured cabling to provide flexibility for ongoing changes

#### Materials

- Low VOC emissions paints, adhesives, carpets and furniture throughout building
- Formaldehyde minimisation in building materials and construction
- > Whole building recycling waste management planning
- Selection of flooring, joinery and loose furniture with a reduced environmental impact

#### SESSION 2

# Bedrooms, Zones & the Sticky Campus: The Transformation of Educational Spaces

#### PAUL MORGAN

Paul Morgan Architects

**Paul Morgan Architects** specialises in University and TAFE projects, masterplanning and urban design. The experience of the practice includes the demystification of sustainable design, the identity and 'branding' of educational institutions and the hybridisation of TAFE and university buildings.

In 2007 Paul Morgan Architects was awarded the Robin Boyd Award for Residential Buildings by the Royal Australian Institute of Architects for the Cape Schanck House. The practice has also been exhibited extensively, including the 2012 and 2008 Architecture Biennales in Venice, the 2012 Istanbul Biennale, the World Architecture Festival in 2008 and the Architecture Biennial Beijing in 2004.

#### BEDROOMS AS LEARNING SPACES

A recent story from an educator was of two students sitting together in class. One was taking notes. The other was playing on his mobile. First student said to the second 'why aren't you taking notes?' The second student responded, 'I'll just download it at home later'. So the student's bedroom has become a learning space, or the bus stop, or park. Equally, the learning space is in the cerebrum, via the Cloud.

#### THE END OF EDUCATIONAL TYPES

In this context, what can we say about the changing nature of educational spaces? Certainly that the demand for conventional spaces like computer labs, lecture theatres and libraries is fast diminishing. That this change is occurring quickly. And that in the future we will see the rise of zones, as opposed to spaces types. These zones will be occupied by students: they will range from active/social; to group areas to quiet spaces.

#### THE STICKY CAMPUS

This evolution is student focused, and acknowledges the 'stickiness' that campuses now require.

Stickiness refers to expanding the amount of time that students remain on campus, which yields all kinds of benefits. High housing costs particularly in Melbourne and Sydney tend to push local and international students away from expensive inner city housing (although universities are attempting to address this through developing student accommodation close to campuses).

For many reasons, once students are on campus it is desirable to keep them there. Increasing the social opportunities leads to greater confidence, and socialization leads to group work and higher academic outcomes. If both furniture and teaching aids are supplied, and can be taken over by students, this sense of greater 'ownership' by students yields great educational benefits.

The mantra of flexibility Does this mean that educational space becomes neutral, amorphous and ambiguous, indistinguishable from shopping malls and airport departure lounges? Not necessarily, otherwise all architects would need to do would be to design sheds with furniture and wi-fi. Educational spaces of the future will still require the 'figuration' of forms and spaces, but they may be appropriated from totally different types to educational spaces, like the stockbrokers' huddle points at the New York Stock Exchange: technology rich environments that students can inhabited at will.

Educators and students: the generational divide A whole array of Apps are now available for educators, including iTunesU, MindJet, Bento, Wunderlist, Prezi and various forms of social media. In the same way that students are often now told they are responsible for their own education, and for accessing course material, educators need to be able to meet these students halfway. Lecturers and tutors who thought it was enough to transition from whiteboards to electronic whiteboards may now need to attain the next level of delivering course content. The educators will need to be educated. And that is where a generational divide often emerges.

#### Giving Credit Where it's Due: Credit Transfer & Articulation at the University of Newcastle

#### DAVID DONNELLY, JUNE WIELAND

#### University of Newcastle

**David Donnelly** has worked in the higher education sector for over 20 years. David's first role in higher education was to oversee the implementation of HECS back in the late 1980s. Since then he has held a variety of roles at the University of Newcastle including Faculty Registrar in several Faculties, Change Coordinator in the project team overseeing the implementation of the Oracle Peoplesoft student system in the early 2000s, and Director of Student Administration for several years. David is currently the Deputy Academic Registrar for Governance and Academic Administration.

June Wieland is the Senior Credit Project Officer at the University of Newcastle. With 28 years experience within the Higher Education sector under her belt, June has been employed in various positions including, Manager of Graduation Exams and Timetabling, Assistant Academic Registrar in the Faculties, International Student Support Officer, with time also spent working at TAFE NSW. June has been responsible for the development and implementation of the credit transfer arrangements and business processes currently in place at the University. These arrangements are the product of many beneficial working relationships June has developed with key stakeholders, which has resulted in the establishment of over 170 credit transfer agreements. In her current role, June has also been responsible for managing the Centralised Credit Processing pilot over the 2012-2013 admissions period, with very successful outcomes resulting in significant improvements to the timing and communication of credit advice to new students.

Credit and articulation have been important areas of focus at the University of Newcastle in the last 3-4 years. This followed a period of relative neglect where little institution-wide attention was given to credit and articulation arrangements. The key focus area has been on arrangements for TAFE awards – an area where previously the University had been considered a sector leader. The University worked closely with its TAFE partner institutions: TAFE NSW – Hunter Institute and TAFE NSW – North Coast Institute. Indeed, the close collaboration and excellent working relationships between members of the University and the TAFE Institutes was a critical ingredient to recent excellent progress in this area.

This presentation will describe how the University reinvigorated its approach to credit and articulation through discussion of 5 major areas of activity for which collaboration, community and access were critical components.

#### Five Major Areas of Activity

 Co-ordination of Credit Transfer/Articulation Arrangements Rigorous content mapping between University and TAFE curricula has been undertaken to either update previous arrangements or create new agreements. At the end of 2012, there were approximately 170 arrangements in place including 72 new or updated arrangements completed in 2012. (Note that the numbers include multiple University credit arrangements for the same TAFE award.)

A important component of the process was to bring staff together. Meetings to progress credit arrangements between the University Program Convenor and TAFE Discipline Experts were organised and facilitated by the University Credit Project Office and the Manager of Pathway Services from TAFE NSW – Hunter Institute. The introduction of the Credit Transfer Communiqué for staff at both institutions and the creation of University Faculty Board templates to develop and revise agreements saw communication and consistency improve considerably.

2. Co-ordination of Reverse Articulation Arrangements The University and the Hunter Institute of TAFE have identified and promoted exit points within degree programs that will enable students to gain a VET sector qualification while proceeding to degree completion or taking a break from University study. These arrangements recognise the educational milestones achieved during the progress of a University degree. This means that students who may be part way through a degree program are eligible to claim a qualification that may enhance their employment prospects during the course of their university studies. Students in the Bachelor of Podiatry and Bachelor of Exercise and Sports Science are eligible for a TAFE qualification based on their incomplete University of Newcastle studies and other arrangements are under development.

3. Management of Centralised Credit Processing Pilot In addition to the effort given to creating credit and articulation arrangements, the University has also given



attention to the way credit is processed, particularly for new students entering the University from TAFE. A centralised approach was trialled in semester 1 2012 with significant improvement to the timing and communication of credit to new students.

#### 4. Credit Transfer System

Previously the University did not have a system or universitywide approach for the recording and communication of credit precedents. A system was been developed in 2012 which now fills this gap. The Credit Transfer System is made up of two components. The component contained within the University's Peoplesoft/Oracle student system (NUSTAR), provides a place to store details regarding articulation agreements between the University of Newcastle and other organisations. The second component of the system is the web application that provides a search function to look at this information. The system has been developed having reviewed other universities approaches to this issue.

#### 5. Credit Application Tracking System (CATS)

The University has developed an in-house system known as CATS which streamlines the registration, review and approval of requests for credit transfer. This system is used to record, track and store requests for credit from students, applicants and prospective students. The system includes an applicantfacing section which allows applicants to apply for credit on-line.

### SESSION 4

# Older Women Workers – Where to From Here?

#### NONIE KIRKER

#### Auckland University of Technology

**Nonie Kirker** is School Manager in the School of Interprofessional Health Studies at AUT University in Auckland New Zealand. Nonie has worked in adminstrative roles for over 20 years and has a long standing interest in the professional development of allied staff. In 2012 Nonie completed a Masters of Business Management that focused on older women in administration roles in the University context.

New Zealand and Australia, like other developed countries, have an ageing population and workforce. Research indicates this demographic phenomenon will have enormous social and economic implications as the large cohort of the 'older generation' leave the workforce. As older workers retire, there will be insufficient younger workers to take their place, thus creating a gap in the workforce. In light of this impending demographic shift, organisations need to be proactive in providing training and development for older workers towards prospective career aspirations.

This presentation outlines a qualitative case study which explored participants' views on: training and development opportunities within an organisation; stereotypical attitudes towards older workers; perception of personal identity within the workplace and future development expectations. The specific aim of the Masters study was to understand how stereotypes affect the self-efficacy of older women working in administration roles and whether negative stereotypes had an influence on their decision-making to undertake training and development opportunities. The participants were eleven women, between 50 and 65 years of age, employed in administrative roles at a University.

While participants were not asked directly about stereotypes nearly all the women mentioned stereotypical traits commonly associated with older workers. Specific issues, such as their visibly ageing appearance and devalued status in the workplace were highlighted. Many participants also talked about the positive traits of older workers, such as loyalty and confidentiality. Participants had all taken advantage of different forms of training and development and many intended to participate in the future: however, they mostly spoke of 'job related' rather than 'career related' training. This suggests, for older administrative female employees, the reality of workplace development is targeted towards training for their current role rather than career aspirations.

All participants believed they made a positive contribution to their workplace, highlighting their experience in both life and work as one of the main advantages of being an older worker. However, while experience was regarded highly by participants in the study, some expressed frustration at not being valued for this experience, particularly those with longevity of employment. Participants also spoke of limited opportunities to progress further in administrative roles within the university.

Older women workers value recognition and support to fulfill their career aspirations. Increasing organisation commitment to career planning, training and development opportunities aimed at the older worker, could be a 'win-win' situation for both employee and employer.

#### Taking The Long View: Planning Flexible Specialist Facilities

#### DR SHANE JENNINGS, JOHN HOLM, DAVID HOMBURG

Flinders University, HASSELL

**Dr Shane Jennings** joined Flinders University 2 years ago and is the Associate Director, Infrastructure Strategy and Planning. Prior to joining the University, Shane spent 5 years leading the Strategic Asset Management group for the City of Adelaide. He holds both a Bachelor and a PhD in Civil Engineering.

**John Holm** is a sociologist who works with the tertiary education sector to deliver built outcomes that support their operational requirements and cultural aspirations. He works specifically to create places that foster and support effective communities of practice.

He has considerable experience briefing and evaluation next generation learning spaces across Australia. He has worked on several iconic projects that have sought to explore the intersection of place and technology to support learning

**David Hombury** is a Principal of HASSELL and leads the Architecture and Interior Design group in HASSELL's Adelaide Studio.

With a focus on the overlap between Education, Workplaces and Urban Spaces, he has led the briefing stage of the new building for Flinders University's School of Computer Science Engineering and Mathematics at Tonsley, and has undertaken similar work for the UniSA. He was also team leader for SA Water's new Headquarters in Adelaide.

#### He also regularly contributes to the public conversation on cities, cycling and the built environment through the media, and sits on the editorial committee of PLACE magazine.

Planning the future, particularly the distant future, is problematic. Psychologists tell us we think about the distant future in very different terms to how we think about the near future (see Trope & Leberman 2010). When we think about the near future it's in very concrete terms – how will we make this thing happen, what are the next steps to that goal and so on. When we think about the distant future we're a lot more abstract, perceiving the higher order benefits rather than the nitty gritty of how to get there. Compounding the fact we are thinking abstractly, we also tend, the psychologists tell us, to be overly optimistic about how much we can achieve between now and the distant planning horizon we are contemplating. The obvious problem is that when it comes to making our plans for the distant future reality, we struggle to make them in terms that can actually be realized.

This is particularly problematic when we look at the challenge of planning a specialist research building for a university community. The people who can tell us the most about what activities the building needs to support, that is the academics and professional staff who have been identified as potential occupants, tend to either focus too much on the short term, in many cases they tell us what they needed yesterday and would therefore dearly love to have today; or they think in such abstract and optimistic terms that its difficult to justify in the frequently contested environment that is a university finance and capital expenditure committee.

Planning the new Tonsley building at Flinder's University faced all these challenges. This building was identified as being the new home for the School of Computer Science, Engineering and Mathematics, Flinders' Partners, as well as providing additional spaces for professional staff and other Flinders' functions.

The way we tackled this problem reflected the solutions that psychologists suggested are good ways to preserve the optimism of thinking abstractly but inserted a level of reality of the everyday into the final scheme. Psychologists suggest three (at least) techniques to avoid the pitfalls of abstract planning. First, think concretely. To do this we engaged the users in a process of creating a 'day in the life' of a future they desired. This day was grounded in the nitty gritty of arriving, where they would research and collaborate, how they would teach and so on. Second, create some distance between yourself and the planning. We did this by drawing on the exemplar projects of other institutions to distill their responses to similar challenges. And finally, learn from the past. To do this we engaged in a process of Appreciative Inquiry where we focused on the underpinning of past success and how we could amplify these in the future (a root cause analysis if you like).

This paper describes these processes and principles, discusses our perception of how effective they were at planning the future, and concludes with some thoughts about how we will do it differently next time.



### SESSION 6

### Case Study: Development of the University of Melbourne Policy on Policy, Delegations Policy & Delegations Register

#### **BRIGID FREEMAN**

University of Melbourne

**Brigid Freeman** is a Research Fellow with the Centre for the Study of Higher Education, Melbourne Graduate School of Education, University of Melbourne. Brigid has a Masters of Education Policy (International) from the University of Melbourne, and is undertaking a Doctor of Philosophy with Professor Simon Marginson at the University of Melbourne on university strategy, policy and governance within the context of Commonwealth higher education policy reform.

This case study traces the process through which the University of Melbourne developed a new institutional meta-policy (that is, Policy on Policy) and reviewed institutional delegations policy and supporting documentation.

Both projects were undertaken by the (then) University Policy Officer (Brigid Freeman). Both projects involved close collaboration with the (then) General Counsel, and Academic Secretary. The first project involved extensive consultation with policy stakeholders throughout the university. The second project involved consultation with organisational unit representatives via the Legal Policy Working Party.

This paper presents a case study (Cresswell, 2012) of two institution-specific policy projects. With respect to the metapolicy project, the case study traces the implementation of a policy cycle (Althaus, Bridgman and Davis, 2013) to develop the Policy on Policy. Policy cycle stages involved in the meta-policy project included identification and confirmation of the policy requirement, preliminary consultations, drafting, benchmarking, consultation, revision, compliance checking, endorsement, approval, communication and publication in the Melbourne Policy Library. The case study focuses on the development of the key elements of institutional meta-policy (Freeman, 2012). With respect to the delegations project, the case study traces the review of delegations documentation and subsequent development of new policy and supporting documentation essentially utilising key review-related stages of the policy cycle. In both instances, the paper explores post endorsement and approval machinations.

The meta-policy project demonstrated that the policy cycle can be used to develop new policy. The University of Melbourne range of policy instruments includes policies, procedures and guidelines. 'Local provisions' have been introduced as a mechanism for local organisational units to articulate local statements of principle (that is, essentially local policy). The meta-policy project clarified the place of policy instruments in the hierarchy of texts including legislative instruments (Act, Statutes, Regulations), Standing Resolutions of Council, Resolutions of the Board, Codes of Conduct, policy instruments, and local documents. The metapolicy project confirmed the policy classification scheme as an organizing construct for the Melbourne Policy Library, and established the application of policy instruments. The project fully articulated approval authorities for all policy instruments (policy, procedures, guidelines) and local documents (including local provisions), and provided a summary table for increased transparency. The meta-policy project determined to explicitly include mandatory quality-related policy cycle stages, including those now

required by Tertiary Education Quality Standards Agency (TEQSA), in the University Policy

The delegations project involved benchmarking Australian university delegations policies and attendant documentation. The delegations project identified fundamentally important delegations principles and articulated administrative and research contract/agreement related delegations and confirmed the banding framework for human resources delegations. In addition, the project redeveloped the delegations register, articulating all administrative, governance and academic delegations articulated in university legislation, policies and university-wide procedures.

The University of Melbourne projects involved benchmarking other institutions policy statements and were cognisant of emerging tertiary sector regulatory requirements. Lessons from this case study may have application elsewhere – particularly in terms of the need to clearly articulate the key elements of meta-policy, and clarify fundamental delegations principles and practices for administrative, academic and governance delegations. This case study provides an example of fundamental governance documentation now required by TEQSA across the sector, and is presented as one contribution to sector learning in this important area.

### Leading Cultural Change Through the Development of Cross Functional Work Practices: The Swinburne Faculty Of Business & Enterprise Experience

JOHN HEGARTY, STEFANIA FENU, CHERYL FULLWOOD,

Swinburne University

**Cheryl Fullwood** is currently on secondment to Swinburne University's Student One Project Team in the role of Business Readiness Consultant to assist the University in the implementation of the new student management system. Cheryl has close to 20 years Higher Education Experience, with a strong background in student lifecycle management and processes, as well as course accreditation.

Most recently Cheryl was the Student Administration Manager for the Faculty of Business and Enterprise leading the Faculty's Admissions and Assessment team and the Enrolment and Variation teams. Cheryl led her team to accept and thrive in the new cross-functional workplace model, developing and implementing innovative approaches to engaging and communicating with prospective and current students.

John Hegarty came to Australia seven years ago with an background in Hospitality Management, he was introduced to the University working environment through Swinburne University of Technology where he has held a number of administrative roles. During the last 2 years he was part of the Faculty of Business and Enterprise restructure where he built, implemented and lead two new teams, one of which provided extensive administrative support to academic staff and the other engagement and retention support for the student cohort. The cross functional approach to student management adopted by the Faculty required significant negotiation and the development and documentation of a service matrix for workflow and customer service. This has led John into his current role as the Acting Associate Director, Client services for the Student Operation area of the University where he is currently preparing the team for the current University restructure.

**Stefania Fenu** arrived in Australia with a strong background in event management and customer service about 10 years ago. Her skills were put to good use firstly in vocational education and then in higher education. Passionate about student engagement and retention, Stefania led innovative programs that closely linked student retention to administrative processes and increased student participation in the University life through leadership opportunities. "The only real choice we are given in life is about the person that we want to be, the next few years of study will prepare you to make that choice." she says to students at Orientation. Stefania is now acting Student Administration Manager at the Swinburne Faculty of Business and Enterprise and she will take her team through the first stage of the University restructure.

This paper reflects on the implementation of a strategic Faculty professional staff restructure with the key objectives of implementing a client service culture, accommodating for growth in student numbers with an improved student experience and providing academics with an environment that supports research and other scholarly activities.

The previous Faculty structure presented challenges in an education environment impacted by continuous legislative, technological and market changes. Large teams with too many direct reports, conflicting priorities, working in a silo mentality and very few opportunities to engage with the Faculty plan were some of the challenges preventing the effective achievement of strategic objectives and the implementation of innovative work practices.

Managers implemented and modelled a workplace cultural change, developed and implemented an innovative service framework, recruited staff with the skill set required to best fit the cultural change required for key Team Leader roles. Change management combined with a structural framework prepared the team's business readiness for the implementation of change. The change leaders were required to understand and engage with the new strategic direction and operate in a transparent, cross functional model.

The restructure was implemented across three levels: Managers, Team Leaders and Administrators. Faculty measures, such as 360 degree feedback, end cycle process review and continuous improvement, has enabled a more effective response to external challenges. This has led to an increased quality of customer service (internal and external), the adaptability to develop and implement new and innovative administrative processes to achieve the strategic objectives outlined by the Faculty and the University. The benefits to the Faculty have been a reduction in the attrition rates of key staff while continuing to build and develop a positive team culture, a team willing and able to adapt to further transformational change.

# CONCURRENT SESSION **G**

1.30 PM — 2.20 PM

### SESSION

### Realising Sustainability Success Through Technology

#### **GLENN SCOTT**

Schnieder Electric

Sustainability is increasingly becoming a byword of our time, a metaphor for change at individual, corporate and governmental levels as well as a means by which organisations are enhancing reputations and business value.

Sustainable business planning and practice today involves a combination of immediate action, strategy development, and innovation in order to improve overall efficiency. Annual sustainability reports are no longer enough to claim a credible sustainability programme.

This paper leads the discussion about energy management being the cornerstone of sustainable business. It discusses the challenges associated with managing enterprise resources while optimising business outcomes, and the solutions available to address this challenge.

The paper also takes a deep dive into the ways in which businesses can achieve a competitive advantage through the pursuit of sustainable business, including valuable insights from Gartner.

### SESSION 2

### Towards a Smart Campus: Integrating Virtual and Physical Learning Space

#### ROB ELLIS, JOHN HOLM

Sydney University, SocioDesign

**Rob Ellis** is Associate Professor and Director of eLearning and Learning Space at the University of Sydney. His work is aimed at improving the student experience of learning by providing integrated learning space that supports sustainable and new ways of learning and teaching.

His most recent book published by Routledge, London, looks at the student experience of e-learning in higher education and emerging links with integrated learning space. It provides a rich account and empirical measurements of the student experience of learning in across integrated space and shows how the quality of student approaches to learning online

### CONFERENCE ABSTRACTS



is logically and positively related to the quality of their approaches in class.

**John Holm** is a sociologist who works with the tertiary education sector to deliver built outcomes that support their operational requirements and cultural aspirations. He works specifically to create places that foster and support effective communities of practice.

He has considerable experience briefing and evaluation next generation learning spaces across Australia. He has worked on several iconic projects that have sought to explore the intersection of place and technology to support learning outcomes. He has also conducted several post-occupancy evaluations on innovative learning spaces that have contributed to deeper understanding of how students use learning spaces.

The University of Sydney seeks to continually improve the Student Experience by designing integrated learning space from the perspective of the students, the teaching staff and learning outcomes. In this concept of learning space, there is an equitable value placed upon all categories of space in which learning occurs, from lecture theatres to course websites, from libraries to clinics, from learning hubs to performance spaces. The vision involves integrated services and support which align to the outcomes shaped by curriculum requirements, sufficiently technologicallymediated to provide personalized services and learning support for students so that the services are sensitive to the stage of learning and broader learning needs students find themselves in within the lifecycle of a course.

In order to develop an effective integration model for physical and virtual space, the University is undertaking a fundamental analysis of student movements back and forward across physical and virtual spaces as they move towards greater understanding and task completion. We are commencing this through a wireless mapping project that provides 2D and 3D graphical representations of student use of campus services, and physical learning space as well as monitoring the patterns of use in virtual learning space.

The study's working hypothesis is that a legitimate university campus is no longer bound in the physical, and that the greater we align the design of integrated learning space to the outcomes, expectations and needs of students, the more likely we will be able to support them to become effective, problem-solving, team-orientated contributors to the problems that society faces in whatever career they pursue.

#### Managing Multi-National Multi-Campus Complexity: Student Administration at South Africa

#### MARK HATWELL, ROSS ENGELBRECHT, REBECCA JAMES

Monash University

Mark Hatwell has worked in policy, project and operational roles since 1995 in Victorian state government departments and at two universities. He has been involved in policy development and review across a range of student administration functions and academic-related issues at central and faculty levels. Since 2009, Mark has completed secondments as both the Manager of Admissions and Manager of Enrolments at Monash University. Mark has served on the Bass (Vic/Tas) regional committee of ATEM since 2006, and is now Regional Deputy Chair for Professional Development. He co-facilitates student administration induction programs for Monash and ATEM, co-presents ATEM's popular policy development workshops and forums, and was a co-founder of the successful ATEM Institutional Policy Network. Mark co-authored the Policy Network's better practice policy guide launched at TEMC 2010. In his current role at Monash, Mark is responsible for management of curriculum data and publications, and monitoring of government compliance.

Can a single university brand and consistent approaches to academic endeavours and administrative services truly be achieved across all campuses of a large multi-campus institution? How about when one of those campuses exists on a continent half a world away?

Monash University opened its second off-shore campus in Johannesburg, South Africa in 2001. It now has approximately 3,000 enrolled students and more than 250 staff. As well as being a campus of Monash University Australia, Monash South Africa is also registered as a self-accrediting private higher education provider in its own right by the South African Government.

Throughout the Australian institutional mergers of the 1990s, there was an idea that a single university identity across multiple locations was an honourable, achievable and economically viable goal. Many of these universities have now moved on to embrace differentiation as the only way of understanding and meeting the often diverse local needs of campuses. These needs are no more pronounced than in South Africa, a nation that demands that its education system start delivering solutions to problems in core humanitarian areas such as health (especially HIV/AIDS), welfare, economic inequality, crime, literacy, water management, road safety, politics and commerce – a nation also that only started reforming its higher education system, along the lines of the Australian 1990s mergers, in 2004.

This is a challenging enough brief for any education institution in South Africa, but when that institution is operating under the banner of an Australian university, there are further considerations, such as differences in student profile, service requirements, academic and administrative culture, communication and hierarchical protocols, system infrastructure, security, facilities and resources. Framing the picture are the additional and not inconsiderable variations in legislative context and policy, not to mention the tyranny of distance and time zone.

This presentation will explore the challenges of operating an Australian university campus in a foreign environment, where the trends, traditions and technology of the sector in Australia just don't apply. Particular attention will be given to recent initiatives that have enabled better practice in the provision of student administrative services at Monash South Africa. Since late 2011, a program of work has been underway to seek better understanding, identify barriers, build relationships and collaborate more closely. The presentation will outline the achievements thus far, which include development of staff expertise, improved consistency and accountability, greater alignment of processes, enhanced communication, more measured planning, and tighter control over similarities but with respect for the necessary campus variations.



### SESSION 4

### Leveraging The China Opportunity

#### JOHN MORETENSEN

#### Jones Lang LaSalle

John Mortensen is a Director in Jones Lang LaSalle's Greater China Business as is the Education and Healthcare practice lead. John has 25 years Industry experience in Architecture, Interior Design and Project Management and has been the spokesperson on Education, and Sustainability for the firm in Japan and China and frequently represents the China business on issues confronting the industry. John has 10 years experience with Jones Lang LaSalle leading global project clients including Duke University, New York University, China International School.

Whilst China was once considered a net exporter of international university students, it is now reversing the trend. By 2020, the government is predicting international student enrollments will top 500,000, up from 260,000 in 2012. This substantial increase is fast putting China on the map as a destination for international students. Markets like Australia will need to take note and understand how to remain competitive in an increasingly global market.

International student numbers have grown at 7.1% per annum over the last decade, 4.1 million international university students enrolled worldwide are expected to double to around 8 million by 2025. How are countries like China positioning themselves to take a greater share of the market from more traditional destinations such as the USA, UK and Australia?

In this presentation, John Mortensen, Education practice lead for Greater China at Jones Lang LaSalle, will discuss the competitive dynamics of globalisation in the higher education sector. He will inform the conference on the type of investment and development being made into the sector in China, not only by the Chinese universities, but institutions from the US, UK and Australia who are entering into partnerships in the China market. He will discuss examples of work we are doing with Duke and New York University out of the USA to gain a foothold in the market and build relationships with Chinese institutions. John will discuss how Australian institutions can establish pathway into China minimising their risk profile and leverage existing models.

#### CHINA'S EDUCATION TRANSFORMATION

Domestically, China's education system itself has been transformed over the last two decades. Demand for more skilled labour increased significantly on the back of strong economic growth and development. The number of higher education graduates increased almost seven fold over the last decade to 7.6 million in 201 . The 2011 – 2015 Five-Year-Plan emphasises 'higher quality growth', expanding access to specialist studies in higher education are core to achieving this goal.

The 12th Five-Year-Plan targets the creation of 45 million new jobs, an annual GDP growth target of 7% and a 'rebalancing strategy' toward more sustainable economic growth. Seven strategic emerging industries have been earmarked as new growth engines of the economy: energy conservation and environmental protection, new generation IT, bio-technology, high-end equipment manufacturing, new energy, new material industry and the new-energy automobile industry. All these sectors align with the overall strategy of moving up the value chain, while focusing on sustainable growth, with US\$1.5 trillion of investment planned by 20152. Emerging industries will underwrite Chinas success but will require parallel developments in the areas healthcare, life sciences, engineering, information technology and finance to ensure the sustainability of the growth over time. This is where the focus of Chinese universities lies.

Some of the medium term goals for the education sector include a 20% increase in the number of people studying in higher education by 2020, as well as a 43% increase in the number of people Master's degree students to 2 million in the same time period.

#### THE OPPORTUNITY FOR FOREIGN INSTITUTIONS

There is a clear realisation that such joint ventures, which are market practice in a host of other sectors, can be mutually beneficial, with Chinese institutions making use/ learning from the brand management and specialized knowledge base of foreign educational institutions.

The plan dictates that government assistance shall be granted to set up clusters of exemplary Sino-foreign cooperative education institutions, build joint laboratories and research centers in colleges by ways of international cooperation, introduce a large number of high-level professionals from overseas countries and regions and dispatch college presidents and faculty members, and primary and middle school principals and backbone teachers for advanced studies or training in overseas institutions.

While Sino-foreign University collaborations have been common practice for quite some time, the actual physical presence of foreign universities in China was, until recently, limited to a handful of examples (the first one being the Nottingham University campus opening in Ningbo in September 2005). In recent years a number of educational institutions have decided to open a presence in China, with examples being New York University (NYU) opening a campus in Shanghai in 2014, Australia's Monash University opening a campus in Suzhou, Harvard University Research Centre in Shanghai and Duke university who is due to open a campus in the Kunshan province in 2013.

### SESSION 5

### Asset Data Capture: Successful Implementation for Day-to-Day Maintenance Management and Long-Term Asset Management Planning

#### STEPHANIE FORREST, TOMS CLARKE

Victoria University of Wellington, SPM Assets

**Stephanie Forrest** is the Associate Director of Facilities Management at Victoria University of Wellington and is currently chairperson of the Wellington branch of Facilities Management Association NZ.

**Tom Clarke** is Manager, Construction Services at SPM Assets. Tom has significant asset management planning experience across a diverse range of asset sectors and property types.

Typical challenges around capturing and maintaining asset data that will enable both day-to-day management of assets and strategic planning, centre on what level of data to collect, how to collect this data most efficiently, how to maintain the data once collected and how to use and report on the data collected to maximise effect at both operational and strategic levels.

Many organisations face a situation where their asset data is either too high level or the data degrades to a point it is no longer useful and does not necessarily reflect the 'reality' of the assets. Traditional asset data collection methods and tools are often cumbersome, paper based and do not provide the quality or quantity of data required for robust asset management planning or effective lifecycle modelling.

Of increasing importance to organisations is the ability to link asset data with existing reporting systems which are more operationally focussed, combined with the ability to keep data maintained once collected.

Victoria University of Wellington (Victoria) believe that the solution to these challenges lies in the use of more advanced technology, improved scoping, and more robust data collection and quality assurance processes.

Victoria is one of New Zealand's leading tertiary education providers comprising teaching, research, support, and administration facilities distributed over four campuses in central Wellington with more than 165 buildings.

Victoria has previously undertaken campus wide asset component data collection exercises in 2005 and 2009. As Victoria's strategic asset management practices have matured the University has recently made the decision to revisit the requirements for data collection and maintenance.

In 2012 Victoria implemented the Data Integrity Programme, made up of four project strands:

- Data Capture a campus wide data collection process based on an improved scope and newly defined protocols;
- Systems Integration full integration with their primary maintenance service provider's workflow management system to ensure technology enabled the real time viewing and updating of asset data in the field as day-to-day operational tasks were undertaken;
- Scheduled Maintenance Programme developing a best practice scheduled maintenance regime overlaid across the newly captured data;
- Project Management Framework refining project handover processes and protocols to capture necessary data when capital projects were undertaken outside of day-to-day maintenance.

This presentation will primarily focus on the Data Capture Project and outline how Victoria successfully revisited their asset component data requirements using the latest technology and processes.



Victoria uses BEIMS as its primary asset maintenance and workflow management tool and uses SPM software for condition, criticality and risk based asset management planning for renewal forecasting and funding.

As part of the project all buildings were individually assessed at component level on a room-by-room basis. Information was uploaded in real time allowing for future data exchange and synchronisation between both systems.

The use of SPM mobile technology to collect data was a fundamental success factor which avoided duplication of work and resulted in a significantly more efficient process. During the course of the survey four surveyors visually assessed and captured information for more than 123,000 assets.

Employing the use of software and more stringent processes enabled collection of extremely high quality asset component and condition data that met multiple needs.

A key outcome of this project was the ability for both BEIMS and SPM to 'talk' to each other and replicate the same asset component register so that Victoria can feed back information gathered (activity history) in the field to its forward planning disciplines. The sheer breadth and granularity of data enables it to be used for both facilities operational maintenance activities and long term planning.

The surveys were conducted in a manner consistent with the New Zealand Asset Management Support (NAMS) approach, thus generating consistent and repeatable data.

The level of data granularity and quality serves multiple purposes and in conjunction with the Data Capture Project, the other three projects within the Data Integrity Programme have laid the foundation for the data to be successfully maintained by the University on an ongoing basis, negating the need for extensive campus-wide data collection exercises in the future.

This presentation will step through the process from pilot project to final delivery and highlight some of the key points that presented challenges to Victoria and explain how these were successfully addressed.



### **Growing Pains? A Case Study**

#### **KATHRYN BLYTH**

Australian Catholic University

**Kathryn Blyth** commenced her role as Academic Registrar at ACU in 2011 having worked in the Australian higher education sector since 2004. Prior to migrating to Australia in 2004, Kathryn lived in several countries including 10 years in Japan, working with local community English programs as part of the JET Program, 4 Years at the JET Program head office (CLAIR) and 3 years at the New Zealand Embassy in immigration and consular roles. Kathryn has an MBA and completed the Master of Tertiary Education Management (MTEM) in 2011.

At ACU, Kathryn is responsible for student administration activities that support students and faculty including Admission, Enrolments, Fees, Scholarships, Timetabling, Examinations and Results. The Directorate has a Student Centre on each campus and custodianship of the University student system. The Academic Registrar role works closely with Academic Board to develop and improve the policy framework that underpins student academic activity.

36% growth in student headcount in 4 years! What a success story! But how does it look behind the scenes? How has the administrative processes and policies held up under the strain of rapid growth. How have the staff coped with such a rapid increase in student numbers? Have their jobs changed? Have the established ways of doing things held up under pressure? What has had to change? What about the organizational culture? What has been the Bradley effect on Student Administration and its processes?

This case study looks at the Australian Catholic University story from the perspective of the new Academic Registrar who joined the organisation in year 3 of this growth strategy. Two years after joining ACU, the speaker will reflect on the challenges and achievements so far.

# Local Vision: Engaging Professional Staff in the Pursuit of Excellence

#### **STEPHEN GRAY**

#### University of New South Wales

**Stephen Gray is** the Manager of the ARC Centre of Excellence for Climate System Science, based at UNSW. He has worked at UNSW since 2006 where he has held roles in the Faculty of Law, School of Mathematics and Statistics and the Climate Change Research Centre prior to taking up his current role in 2011. Throughout his career in University administration and management. He is currently the ATEM Institutional Coordinator at UNSW.

#### Stephen is undertaking a Master of Tertiary Education Management at the LH Martin Institute at the University of Melbourne.

Universities are extremely complex organisations, not just owing to their size but also due to their steeped traditions and the segmented, federal nature of their structure. It's now a given – and not just a trend – for universities to have carefully considered and articulated vision and mission statements. This paper aims to set out how professional staff can be better motivated and engaged in their roles by adopting a localised team vision which feeds into broader departmental or institutional visions, missions and values.

Anyone who has worked for large companies will know that it is common for all staff to be inducted in their company's vision, mission and values. Staff are regularly reminded of their allegiance to the organisation and to its aims. They are reminded that they are integral to its success. Much of the literature on the topic of employee engagement emphasises the centrality of clear communication of vision and mission to all employees as corporate citizens, regardless of their role or their level of seniority within the organisation.

On the other hand, there is tension around allegiances in universities. Academic staff will often state that their primary allegiance is to their discipline or community of scholars in their field – which is increasingly global and disparate – as opposed to the university that pays their salary. There is also the keen competition within institutions as faculties and schools jostle and manoeuvre for limited resources. Compared to profit-driven enterprises it is more difficult within universities to identify enthusiastic, universal embrace of an institutional vision. Feelings towards institutional visions may range from hostility for the "managerialism" they represent, to ambivalence or to a sense that they are too far removed from day to day realities of academic life.

I posit that this distance or indifference is felt even more acutely among professional staff who perhaps have a sense of being at arm's length from institutional visions and missions which focus sharply on core functions of teaching, research and outreach; activities which professional staff may identify as being carried out by – or relevant to – academic staff only.

This led me to think about how to better engage my small team, to align our focus with institutional and departmental visions and goals and at the same time emphasise to the team the valuable and important contribution they play in our centre's success in the areas of teaching, research and outreach. The solution was to introduce and adopt our own team vision statement and a "how we do it" mission statement. Team members were involved in the creation of the statement and we had a special team meeting to launch the vision. Our team vision is closely aligned to the broader centre vision.

I will review a selection of literature on the topics of engagement, visions and tertiary education management, though for the most part this presentation is a practitioner's shared experience aimed at fellow practitioners. Therefore the focus will be on practical applications and case studies plus engagement through dialogue and discussion.



# CONCURRENT SESSION **H**

2.25 PM — 3.15 PM

### SESSION

### People, Technology & Place: A Model for Integrated Learning & Services Environments

IVANA GLAVINIC MAY, ROBERT LUSTRI

University of South Australia

**Ivana Glavinic May** joined UniSA in October 2008 as a City West, Magill and Regional Campuses Project Manager for the Capital Development Group. She is an Interior Architect with postgraduate qualifications in Project Management. Prior to joining UniSA, Ivana worked for the South Australian Government on property and facilities management projects, as well as on major infrastructure projects for South Australia.

In her current role of Mawson Lakes Campus Project Manager, Ivana leads project teams in the delivery of major and minor capital development, including campus master planning.

Ivana is passionate about providing professional project management services on projects that fulfil the needs and exceed expectations of all stakeholders. She is committed to exploring new and innovative solutions for delivery of learning and teaching facilities for staff and students of UniSA.

**Robert Lustri** is a professional project manager with significant experience leading and managing portfolios of projects in the higher education sector.

Robert began his career as an architect, principally designing education and health care facilities before embarking on a career in project management where he has the led the development of major initiatives for universities, corporate and commercial clients.

#### Roberts key interest in each project is to bring stakeholders together to deliver facilities that have impact and improve the experience of the communities for which they are built.

Library at Mawson Lakes Campus was identified as a location where the same integration services model could be created to collocate and integrate the groups while at the same time removing their back of the house administration space away from service provision points. The result is a working functional prototype of the Learning Center delivered within tight physical constraints of an existing library building, a short time frame and a limited budget.

The Mawson Lakes pilot project allows UniSA to feedback

### CONFERENCE ABSTRACTS



findings as lessons learned into the Learning Centre project, and equally important the working pilot enables continuous improvement through testing and benchmarking against day to day operations and student experiences.

The presentation will explore the innovation in services for students developed by the stakeholders and how their innovation and emerging trends influenced the design of the Learning Centre. We will discuss the Mawson Lakes Pilot Project demonstrating how these innovations were tested and how the process of evaluation and assessment feeds lessons learned into continuing improvement to service delivery and the student experience.



#### Advanced Standing: A Study in how Technology Drives Trends & Challenges Traditions

#### SOPHIE BUCK, KATRINA WHITE

University of Western Sydney

**Sophie Buck** is the Assistant Academic Registrar, Student Administration (Operations) at the University of Western Sydney. She has held this role for seven years and has overseen a number of projects, including the introduction of the online enrolment and application systems, as well as managing the e forms project. Prior to UWS, Sophie was the Faculty Manager of Information Technology at UTS and has 20 years of experience working in the Higher Education sector.

**Katrina White** has been a staff member at the University of Western Sydney for over 10 years and has occupied several roles over this period with the most recent being the Enrolments Manager. This role requires an in depth knowledge of legislation and careful monitoring of the student body to ensure compliance. Katrina also has a high level of expertise in process reengineering and uses this ability to streamline procedures and improve the student experience

Since 2008 the University of Western Sydney (UWS) has been managing a project to convert paper based processes to electronic ones. This project, called the 'e forms project', has translated 5 major processes from paper based processes to electronic processes, with workflow, escalation, full integration with Student Management Systems (SMS) and other major corporate applications such as TRIM. The aim of the project has been to use technology to improve the experience of students by providing on line services, improve the efficiencies of staff by cutting out of data processing of paper based forms and managing workflow, and add to the sustainability agenda of the University by cutting out hard copy forms and going completely paperless.

This paper will discuss the fourth e form roll out – that of the Advanced Standing e form. Advanced Standing is a complex process, requiring much documentation and a convoluted and involved work flow. The various challenges will be covered, such as coping with the translation of the process with such a high volume, and size of applications. At the commencement of the year the University would receive in excess of 4,500 applications and approximately 2,000 for midyear. There was also the thorny issue of verification of documents -Students had to scan and submit certified documents, and this had to be managed as part of the process. We had to deal with collegial decision making practices in the school and somehow translate this into a systems workflow, as well as the numerous issues around international students and visa compliance. This form also represented the most complex data exchange and interface between the SMS and the e forms system, due to the many data elements required to be captured for government reporting purposes, and therefore became the most technologically challenging of all the e forms currently in operation at UWS.

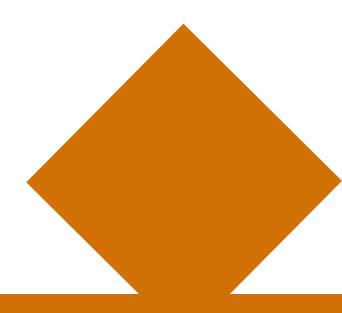
The paper will then focus on the changes wrought by the introduction of the system, and how the process was transformed for both staff and students. We went from a procedure where students were informed that the process could take up to eight weeks, which it invariably did and at times even longer. We also went from 1000's of applications sorted and stacked on the work benches in piles for processing, pending approvals, awaiting documents.

Applications that had all the required documentation were sent, via the internal mail system, to the appropriate schools for approval, which given we have 6 campus, meant days lost in transit. When approved, the applications were returned to us via the internal mail system, again losing days. This caused the process to become quite lengthy especially when academics were not particularly prompt in reviewing/approving the applications. There were also many applications lost in the mysterious 'black hole' that always seems to plague a paper based process, particularly when you do not have a tracking mechanism in place.

Then post the introduction of the Advanced Standing form – What a difference!

Students can now submit an Advanced Standing form from home and attach the appropriate documentation. The form is then checked to ensure the form is completed correctly and relevant certified documentation is attached. If this is confirmed the form is then sent to the relevant academic for approval. This can take as little as 24 hours from the time of submission. This is a huge improvement. The academic then reviews the form and approves/declines the application. If approved the e form system updates the student record with the approved advanced standing. E forms then generates an email and sends this to the student letting them know the outcome. Our processing time has improved from eight weeks to an average turnaround of 12 working days to completion. At all times the progress of the form is viewable and nothing can get lost in transit!

This sounds great and is, but the last section of the paper will discuss some of the post implementation issues. The introduction of this process has generated a set of issues that still require attention and further development of the form. Some of these issues are driven by student behaviours (what they expect out of an online system), and some are driven by staff within the University (what they think an online system is doing), and some from budget/technology constraints that are slowly being addressed.





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### Tomorrow's Campus: Gaining the Competitive Advantage Through Master Planning: A Comparative Analysis of the Go8 Master Plans

#### ADAM DAVIES

#### HASSELL

Adam Davies is a Principal in the Brisbane Studio of planning and design the Health, Education and Science sectors. Adam has extensive experience in a broad range of urban planning, urban design and design advocacy areas. He has successfully led large scale master planning projects, urban design studies, visioning and briefing processes. Adam brings local and international experience across a broad range of projects at varying scales. He heads up the Planning discipline in Queensland following appointments in the United Kingdom at the Office of the Deputy Prime Minister, the Commission for Architecture and the Built Environment and Architecture and Design Scotland.

The landscape for the delivery of higher education and research is changing. What is most significant is the rate of change and how universities prepare themselves to provide certainty within an environment that requires adaptability and flexibility. Responsiveness will be key for growth, and for some, their survival. Importantly and widely acknowledged is the 'quality of experience' in the attraction and retention of students, top academics and researchers.

One of the largest contributors to experience is the campus – its built environment. It is the setting in which the theatre of campus life plays out. Additionally, campuses, precincts and higher education facilities are also important barometers of the wealth of our cities and nation. They are the engine rooms for innovation, creativity, discovery and long term economic performance.

Technological and social change has not made our campuses less valued, but it has changed how they currently are and will be used in the future. More than ever they are centres for interaction through socialisation. Students aren't using facilities less, they are using them differently. New pedagogies, changes in student demography, and increasing competition are putting pressure on traditional campus facilities.

Setting the future direction for universities is a critical element of business planning. Master planning seeks to ask questions about the future role of universities; what their form, function and contribution to our cities and regions will be. It seeks to explore the future of these environments, whilst clearly establishing the mission, values and principles in which the universities of tomorrow will be founded.

Whilst reviewing and briefing for the development of a master plan for one of the Group of Eight (Go8), a comparative analysis of all the Go8 master plans was undertaken. The aim of the analysis was to understand the type of master planning being undertaken within the group so as to inform decision making against comparable universities. The study provided a valuable insight into master planning across the country. This presentation will highlight the main findings including:

1. The current drivers of change and themes for campuses and precincts across the Go8. Four consistent themes were identified:

- > Changes to curriculum and research models;
- > Increased use and accessibility of technology;
- Student population growth and its changing socio-economic profile; and
- > Environmental sustainability.

15 themes were also identified ranging from the University's place in the city through to student housing.

The fundamental elements of master planning, using the Commission for Architecture and Built Environment's (CABE, England), stages of master planning are:

- Prepare understanding the context and establishing the strategic framework for the master plan;
- Design analysis, consultation and engagement, testing and refinement; and
- > Implementation process and strategies for action.
- Findings relating to master plans for the Go8 and processes used.
- Important elements for the next iterations of higher education master plans, establishing:

Processes that should be used to optimise master planning outcomes;

- > Consultation and engagement techniques;
- > Team structures;
- > Whole-of-campus and precinct strategies;
- > Communication techniques; and
- > Implementation strategies.
- > The next stage of the comparative analysis, which seeks to examine an international sample of universities.



### Guiding an Empowered Workforce Through Significant Change by Building Resilience & Applying the ADKAR Principles

JARROD SHEARER, STEPHEN ROTHMAN

University of Auckland

Jarrod Shearer has worked in Tertiary Education for the last 10 years in the fields of customers service, staff training and education and human resources. Jarrod's current role as Faculty Manager, Arts, has allowed him the opportunity to bring all these skills together to work towards the Faculty of Arts being the most innovative inclusive and supportive faculty for Professional Staff. Last year Jarrod won an Award for Excellence in Contribution to Excellent People for a staff wellness programme implemented in the faculty and Jarrod was also the recipient of a University scholarship that gave him the opportunity to visit three U21 universities in the northern hemisphere this year to look at aspects of how these institutions have implemented large scale change projects and also to look at their staff and student equity initiatives. The outputs of these visits have contributed to this presentation today.

**Stephen Rothman** has worked at the University of Auckland for 13 years, the last seven at the Faculty of Arts. He has a strong focus on people management with an emphasis on developing and empowering staff and presented at the TEMC 2011 in the Gold Coast on this topic. In 2012 he was invited to the Faculty of Science and Technology at Deakin University in Geelong to give a similar presentation on empowerment at their planning day. Stephen enjoys thinking outside of the square and introducing new ideas and concepts and recently he received University awards for his ideas on using QR barcodes on assignment cover sheets and improving the contract management process.

In a TEMC presentation in 2011 entitled "empowerment to engagement: a journey", we described our successful journey in developing an empowered and engaged workforce at the Faculty of Arts, University of Auckland. Consequently our professional staff have an expectation to be kept informed, a willingness to ask questions, an understanding of the bigger picture and a high level of trust in faculty senior management.

This presentation will discuss how we managed and

supported our engaged staff through two significant change events by building up staff resilience and applying the ADKAR principles (<u>http://www.prosci.com/main/adkar\_overview.</u> <u>html</u>).

In 2012 the FoA made a decision to reorganise the 16 departments in the Faculty into 4 schools. Using the ADKAR principles as a focus, we were able to build up awareness for the need to change and a desire to participate and support the change. We strengthened staff resilience to this change through regular meetings with staff, updates from the project sponsors, honest and open communication, open door policy, forums and newsletters. In the latter part of 2012 the university introduced a universal Faculty Administrative Review (FAR) project which put the internal reorganisation on hold. This project was established to review the structure, processes and supporting structures in each Faculty and to improve efficiency and effectiveness through improved and consistent service delivery, better job design and enhanced opportunity for promotion. For professional staff it also meant uncertainty and potential redundancies. As the managers expected to advocate this change we have struggled to implement any of the ADKAR principles in this project. This is because the potential impact on staff and complexity of the FAR has meant that operational information is not always available. Nevertheless, we continued with our strategy of regular meetings with staff, honest and open communication, open door policy, forums and newsletters. Our staff have appreciated this strategy and although anxiety levels are raised they are less than in other faculties. This was confirmed by the FAR project team who approached the Faculty of Arts as to why they had received no feedback or concerns from Arts compared to the other faculties.

We believe that the resilience to change we built up during our internal change process (faculty reorganisation) was strong enough to have a flow on effect when the external change (FAR) came. We put this down to the high level of engagement within our staff, high levels of trust and our adherence to the ADKAR principles.

By August 2013 the both the faculty reorganisation and the FAR project will be largely completed within the Faculty of Arts . We hope to share our experiences and strategies with you in guiding the staff through these changes, maintaining resilience and the success of the ADKAR principles.



### SESSION 5

### The Tyree Energy Technologies Building (UNSW) The Importance of Facilities & Infrastructure to Achieving Positive & Enduring Environmental & Sustainability Outcomes

#### DEREK JACOBS, MICHAEL LYNCH, ALISTAIR SPROUL

Brookfield Johnson Controls, University New South Wales

**Derek Jacobs** is currently the Director of Infrastructure for Brookfield Johnson Controls, overseeing the company's infrastructure contracts, including those of the university sector and Department of Defence. He is a RICS Chartered Surveyor and brings experience in civil engineering and project management, both in the UK and Australia.

**Dr Alistair Sproul** is an Associate Professor within the School of Photovoltaic and Renewable Energy Engineering at UNSW. He has worked in photovoltaic and energy efficiency research and R&D since 1985 for various companies (BP Solar, Pacific Solar) and research institutions (UNSW, Fraunhofer Institute for Solar Energy Systems, Freiburg, Germany).

**Michael Lynch** has over 15 years' experience in public and private sector facilities management. Currently Brookfield Johnson Controls Senior Facilities Manager at the University of New South WalesTyree Energy Technologies Building, his responsibilities cover managing subcontractors, planned maintenance, energy use and ensuring comprehensive data collection and reporting

#### AIMS FOR THE SESSION

- > the role and value of collaborative working practices
- the User Experience from design, through construction and on to operations and maintenance
- the importance of facilities and infrastructure to the delivery of positive and enduring environmental and sustainability outcomes
- > lessons learned.

#### USER NEEDS ANALYSIS

Speaker 2 represents the University of New South Wales (UNSW) and will set out the requirements from the perspective of the end users (both staff and students) and the aims they had for the Tyree Energy Technologies Building (TETB) in regards to:

- > providing a truly world class facility
- > supporting the day-to-day needs of all users
- agreed research and teaching strategies, and how the TETB will support their continuing development.

#### WHAT IS THE TYREE ENERGIES BUILDING

Speaker 3 will set out the technical details of the TETB: a \$123.5 million, 16,000m2 state-of-the-art centre for research, education and industry collaboration in the development and practical implementation of sustainable energy technologies. Built and handed over to UNSW in January 2012, it houses 250 UNSW personnel, 17 teaching and research laboratories and provides a new home for the Australian Energy Research Institute (AERI). It provides an optimal learning environment for the engineers and analysts shaping our energy future, while supporting researchers in their work on:

- > ground-breaking solar photovoltaic technologies
- > sustainable clean fuels
- > smart grids
- energy storage
- > energy economics
- > policy analysis.

#### WHAT THE TETB CONTAINS

Speaker 3 will continue by providing an overview of the facilities and infrastructure that are most important to the success of the TETB, with its cutting edge technologies and blend of office, teaching, research and laboratory space, as well as multi-use public areas that provide functions and study areas on the ground and lower ground floors.

#### WHAT THE TETB PROVIDES

Speakers 2 & 3 will provide details of the outcomes that have been achieved to date thanks to the infrastructure outlined above – Speaker 3 focusing on facilities management outcomes and Speaker 2 on the user experience. This will detail current energy usage rates compared to TETB objectives, predicted rates and those achieved elsewhere.

#### THE IMPORTANCE OF EFFECTIVE COLLABORATION

Speaker 1 will explain the importance of promoting effective collaboration between all stakeholders for the successful design and construction of this 6 star Green Star facility; describing how this has been managed throughout the lifecycle of the project.

They will also explain why true collaboration will remain vital for the TETB's success throughout its operational lifespan.

The demand for new technologies, specialist systems, flexible infrastructures and stewardship of environmental management will require the onsite management team to continue to work hand-in-hand with the end users to ensure that they and the wider industry can provide the expertise to install and maintain new plant and equipment as necessary to keep the TETB at the cutting edge of energy research and to maintain leading energy efficiency and sustainability outcomes.

#### MAINTAINING A COLLABORATIVE ENVIRONMENT THROUGHOUT THE OPERATIONAL PHASE

Speaker 3 to explain how we are continuing to ensure a collaborative ethos though the operations and maintenance phase, as illustrated by the presence of a cutting edge energy utilisation and current events display system, Showcase, that ensures the current performance of the TETB and the work of its users is readily and publicly available to all.

#### COLLABORATION - THE CLIENTS' PERSPECTIVE

Speaker 2 will summarise the importance of true collaboration from the perspective of the client and the users at every stage of the project, including during operations and maintenance.

# BLENDING PROVEN BEST PRACTICE AND INNOVATION TO DELIVER

Speaker 3 to set out the environmental and sustainability challenges the TETB had to meet, paying particular attention to

- the energy infrastructure it contains and its importance to the TETB's success – i.e. the provision of comprehensive, up-to-date information through electrical meters and the ground floor foyer display system 'Showcase'
- > the 6 star Green Star rating
- TETB's support for a spirit of true collaboration amongst its users
- specialist services incorporated to meet current requirements, while providing flexibility to meet future changes in technology as well as different teaching and research requirements.

### SESSION 6

#### Information Management: Moving from 'So What' to 'Yes Please'

#### **SANDRA JEFFRIES**

University of the Sunshine Coast

**Sandra Jeffries** is the Director, Information Services at the University of the Sunshine Coast, with responsibilities for the Library, Records Management Services, Mail and Print Services, and legislative compliance issues such as right to information and information privacy. Before joining USC in 2006, Sandra had held management positions in universities, TAFE and local goverment in south-east Queensland. Sandra holds a Graduate Diploma in Library Science and a Masters in Information Technology from QUT. Her professional interests include organisational and staff development, strategic planning and performance, information management, and the appropriate use of technologies for service delivery

As well as their traditional priorities of teaching and research, universities in recent years have had to become more accountable for their activities. Legislative, regulatory and reporting requirements, including audits and reviews, have placed demands on universities that have often been seen as burdensome necessities, distracting from their core business. These requirements, as well as normal teaching and research needs, have highlighted the importance of having access to quality information and being able to use that information effectively.

Managing information is necessary for planning, decision making, performance management and effective operations in any organisation. The challenge for universities is to use the information available to them in planned, strategic ways to advance their priorities. In recent years, there has been a growing acknowledgement in the sector of the value of information as an organisational asset, in the same way that physical infrastructure is considered an asset. This trend is leading to the development of holistic information management approaches, where the creation, access, sharing and use of information is coordinated across the organisation. Such approaches require organisational frameworks that consider and include not only available information sources, appropriate systems and technologies, but also effective business processes and staff expertise.



As a young, growing university, the University of the Sunshine Coast recognised the need to build capacity and capability in information management to support not only its current endeavours, but to anticipate and plan for the future. This presentation describes USC's development of an Information Management Strategy, its key priorities and its anticipated benefits for the University. Challenges in implementing the Strategy are explored, along with tips for winning support and maintaining momentum.

### SESSION 7

### From Trend to Tradition: Cementing a Place for Critical Reflective Professional Practice in Tertiary Education Management

#### DR HEATHER DAVIS, DR JENNY MOON

LH Martin Institute, Bournemouth University

**Dr Heather Davis** is a Lecturer and eLAMP Program Manager, LH Martin Insitute for TE Leadership and Management and has just completed her PhD exploring appropriate leadership literacies for professional staff working in 21st century universities.

**Assoc Prof Jenny Moon** works part-time with the Bournemouth Media School, UK and as a freelance practitioner educator and subject expert in reflective practice and critical thinking.

Heather and Jenny are both committed to encouraging critical reflective professional practice. Indeed their paths crossed when Heather was sourcing material for the Emerging Leaders and Managers Program (eLAMP) for tertiary education managers for the first module â€<sup>~</sup> Developing and Managing Yourself.

This session acknowledges the longstanding tradition of critical reflective practice in the 'helping' professions of teaching (Mockler & Sachs, 2011) and nursing (Lamb & Huttlinger, 1989) and a trend identified from early in the 21st century to incorporate this tradition into management practice (Cunliffe, 2004).

We argue that a critical reflective professional practice is a necessary skill for tertiary education managers working in the knowledge-intensive enterprises of the tertiary education sector today. This is because a critical reflective professional practice is a useful sensemaking frame with which to address complexities and contestations of our everyday work. Indeed, Baker and Kolb (1993) regard such 'inside-out' perspectives as being highly "effective in valuing diversity and plurality in organisations" (p 26).

Encouraging and developing a critical professional practice for tertiary education managers lies at the heart of the Emerging Leaders and Managers Program (eLAMP) launched by ATEM and the LH Martin Institute in September 2012. eLAMP is grounded in Cunliffe's (2004) premise that leadership and management development is not just about helping managers become more effective organisational citizens but it is also about helping them become critical thinkers and moral practitioners.

A critical reflective practice offers a way to surface these pressures and a way to examine our assumptions, as well as those of others and our organisation, about the way we do our work. In examining our professional practice and the conditions of our work it is possible to uncover limitations and possibilities, become less prone to complacency or rigidity in our thoughts and actions, and develop a greater awareness of different perspectives and possibilities through engagement with this practice. This is all the more necessary when we add accelerating rates of change, uncertainty, ambiguity and as well as highly politicised and contested spaces to the mix.

In this session we will delve deeper into three particular areas and draw upon the experience of Jenny Moon (Moon 1999; 2004; 2006; 2008; Watton et al., 2001) an internationally recognised scholar and practitioner educator in this field to consider:

- The link between critical reflection and professional practice;
- Making our thinking visible through critical reflective practice;
- > Deepening critical reflective practice.

The intent of this session is to encourage conversation and debate about what it takes to move an idea from a 'trend' to a 'tradition' in tertiary education management.

# CONCURRENT SESSION

11.00 AM — 11.50 AM

### SESSION 1

### Planning, Design & Infrastructure Considerations for Cogeneration & Trigeneration Systems in Existing Facilities CRAIG WALTER

#### A.G. Coombs Group

The installation of local generation systems, usually natural gas fuelled, to improve the carbon intensity and efficiency of energy use in buildings is becoming more prevalent both for individual buildings and for larger precincts and campuses. These can be cogeneration systems producing electricity and heating energy or trigeneration systems that also produce cooling energy. Like all plant these systems are costly to install, operate and maintain. However installations that are well conceived, appropriately sized and properly run can yield significant financial benefits.

Unfortunately there are a significant number of installed systems that are not operating optimally and have not produced the envisaged benefits. Much of this is often related to decisions made at the time of planning or system design and plant sizing where more often than not systems are oversized. It is essential that cogeneration and trigeneration systems are designed and sized with a detailed understanding of the facility's operational energy requirements and how these systems can be best incorporated into the facility's electrical and thermal systems for greatest benefit. This includes a sound knowledge and understanding of the commercial realities around the installation, operation and maintenance of this plant, and its impact on other building systems.

A.G. Coombs has significant experience in the feasibility planning, design, installation, operation and maintenance of cogeneration and trigeneration systems in large commercial, healthcare, education, data centre and industrial facilities and precinct developments. Using practical case study examples this presentation provides insights into the planning, design, existing infrastructure, installation, commissioning and operation and maintenance considerations for a successful cogeneration or trigeneration system.



### Space Utilisation: A New Hope – No More Manual Surveys

#### **BRYCE HUTCHINSON**

University of Technology Sydney

**Bryce Hutchinson** has led a varied career kicking off with 20 years in the Power Industry as a mechanical design draftsman specialising in materials handling for coal fired power stations in Australia and Asia plus the Northside Storage Tunnel Alliance project. The past 10 years have seen Bryce in the roles of CAD Manager and Project Manager with the Facilities Management at the University of Technology Sydney, working on a broad spectrum of projects including Space Utilisation, Refurbishment and Construction works.

For years universities around Australia have embarked on "SPACE UTILISATION SURVEYS" to help understand how their rooms and spaces are being utilised.

This process involves an expensive and time consuming exercise normally for one week of the semester which involves hourly inspections of selected rooms/spaces for the core periods of the day and continues for the rest of the week.

This can cause unnecessary disruption to both the teaching staff and students as an observer must physically enter the room to count how many people are currently using the space at that point in time. It is not accurate using this method as human error can easily occur and can only provide a snap shot of actual usage.

The data is complicated and must be analysed by a specialist consultant. Reports are submitted to the University for review and action may take some time.

At UTS our Space Team have explored other methods to undertake Space Utilisation Surveys and to ensure reporting is more accurate thus providing more meaningful data.

We wanted meaningful, live data all year round and reports that showed what was occurring within our spaces daily and reported weekly.

After much investigation we trialled our People Counting Project using two thermal image detectors and later expanded to 10 thermal image detectors. These units look much like a smoke detector. They can be located at any entry or exit point in the room and connected with a cat5 cable back



to the central server. The units track the movement every second of every minute of every hour of every day. They never stop gathering data. A simple counter program captures the movement.

The power of the system is in the reporting software. A jointventure with (TO BE ADVISED) and UTS, has been developing the customisation of the reporting modules which are read in conjunction with the university's timetabling software Syllabus Plus.

Each Monday morning, reports are self-generated to reflect the past week's room usage. Adopting this technology, allows the university to scrutinise the use of teaching rooms and spaces and identify poorly utilised spaces. Using the old manual counting system, could take up to one year to identify a similar result and may not be as accurate.

The reports are benchmarked to TEFMA standards. Reports currently provide room summary information such as frequency, occupancy and utilisation.

The reports reflect data including: room usage, no shows, early finishes, unused in core periods, low occupancy in core periods, used in noncore periods, used, and used without booking (squatters). The system tracks facility utilisation and can be broken down to identify the end user.

An example could be tracking a lecturer who books a space regularly for two hours each day but consistently leaves after 50 minutes or a faculty/unit of the university books a room for 2 hours each week and only uses it fortnightly.

Once trialling of the project was completed, a presentation was given to DVC's at the University who immediately realised the economies of the system and instructed the People Counting System be rolled out across new buildings included in the UTS Masterplan in all bookable timetabling spaces (GTS).The first of these new buildings will be completed in March 2014

As a flow on, future R&D is exploring the control of air conditioning and lighting systems in our rooms say for example in the event of no-shows, early finishes or where classes have been cancelled for the day. By linking air conditioning and lighting to our People Counting System, we will be able to reduce our energy consumption. Archibus interface will also be possible along with security advancements. With the introduction of our People Counting System and customised reporting software, UTS is in a position to quickly and accurately determine overall usage of our facilities, identify trends in utilisation, eliminate underutilised space and more effectively manage room booking.

Greater understanding of our space requirements has the potential to provide enormous cost benefits and enhance our position for a challenging future.



#### Internationalisation of Curriculum Demands International Approach to Design

SEAN WOOSTER, NATHAN BAILEY

UmowLai, Simplfiy

**Sean Wooster** has over 20 years experience in the technology consulting industry, specialising in the design and management of projects involving communications, IT, audiovisual, security and building systems integration applications.

His skills include undertaking studies of clients operational requirements and preparing high-level technology strategies, including business case analysis, leading to detailed procurement and deployment planning.

Sean has undertaken commissions for a wide variety of clients across both the commercial and government sectors including a variety of leading Tertiary Education Institutions, Government Departments in Health & Justice, and major Financial Services Organisations.

In recent years, Sean has undertaken an increasing number of projects involving the migration of proprietary building systems onto shared open-protocol networks, and greater levels of integration between the data generated in both building and business systems.

The recently completed New Horizons building at the Calyton (Vic) Campus of Monash University delivers a facility that will foster a centre of excellence for research and development into the future of manufacturing, teaching and commercialisation. This initiative brings together scientists and engineers from Monash University and CSIRO, aiming to transform manufacturing in areas such as biomedicine, transport, aerospace, renewable energy and mineral processing. One of the key features of the facility's design is an inherent degree of flexibility throughout all its environments, effectively supporting the ongoing changes in demands associated with research, science and technology over its lifespan. Indeed, this flexibility has already been rigorously tested throughout both the design and construction phases of the project, particularly with respect to the accommodation of e-Research related systems and environments considered to be 'world leading' in the levels of innovation employed.

International collaboration has been at the cornerstone of the development of the e-Research program to be delivered at New Horizons from the very outset of the facility's design, building on existing academic relationships between Monash University and other internationally tertiary institutions renowned for their innovative approaches to teaching, research and engagement with local industry. Study tours of exemplar facilities, and regular ongoing physical and virtual collaboration events have been held regarding relevant developments in areas of interest, has ensured that New Horizons will be capable of delivering a 'world leading' experience for all involved. The international collaboration has not only focused on the most suitable technologies available (and forecast to be available in years to come) to support this program, but also informed the design and operational parameters that must be addressed in the delivery of an appropriately flexible infrastructure for such a facility.

The building will feature a number of specialist rooms (seminar rooms, design studios/laboratories and high-end 3D visualisation facilities) which will highlight the collaboration and exploration potential of e-Research. Nearly all of the spaces include remote end-points for high definition video collaboration with international research partners, and student bodies at overseas campuses as well as local industry partners.

Seminar rooms equipped with high definition video conferencing facilities provide aspiring undergraduate students realtime, lifelike access to world experts who would otherwise be inaccessible due to their existing research commitments and geographic locale. In addition to technology-oriented seminars, the New Horizon seminar rooms will support cultural events on an international scale that serve to reinforce the depth and richness of the links between these partner tertiary institutions.

High end design and visualisation laboratories support

leading edge teaching in CAD, 3D modelling and analysis, with a variety of pedagogies being catered for, each suited to the content and tasks being undertaken by the student cohort. Both formal (teaching and seminar) and informal (student group) styles will be supported by video collaboration and rich media visualisation between Clayton, other Monash campuses and international partners. Such classes are currently taught using a combination of one large room (lacking audio/video/PC facilities) and four PC labs (requiring repeat demonstrations from tutors across each room). This environment will provide a unified space that supports individual work and collaboration, facilitated and reviewed by a group of roving tutors and a lecturer. The design laboratories will provide an opportunity to showcase the work being done at a practical level, and should further establish Monash's leadership position in global design.

A signature component of the New Horizon project will be high end visualisation and visual collaboration facilities on the third floor. These will include immersive 3D environments, showcase facilities and large feature walls. The technology utilised has been informed by leading practice on the international stage and intended to be world-leading at time of installation. These rooms will be dedicated spaces for research-led exploration of high-end visualisation and simulation, including 3D immersion, providing a spectacular demonstration of the ability to integrate technology with research to inform world-leading practice.

The successful implementation of these highly collaborative, internationalised environments would not have been possible without the initial and ongoing commitment to a truly international approach toward design collaboration from the outset of this project. Whilst the value in research, development and education to be derived from the New Horizons facility may yet to be realized, the processes and relationships established throughout the design and construction phase are already paying dividends.



### SESSION 5

### Building a Successful Business Case for Procurement of a New University Building

#### MARY-LOUISE HUPPATZ, ANDREW HUTSON

University of Melbourne

**Andrew Hutson** is an Associate Professor in the Faculty of Architecture, Building and Planning at The University of Melbourne. Having established and worked in his own architectural practice, Andrew returned to the world of academia in the mid 1990's and has extensive expertise in the fields of architectural design, communications, and architectural history.

He has written about a diverse range of topics including explorations of Roman architecture, the role of computer modelling in the delivery of design teaching and research into the design competition for a new Australian parliament house. This combination of interests serves him well in his current role as the Faculty's Associate Dean (Resources) where he is currently overseeing the design and construction of the Faculty's new state of the art building. He is an executive board member of the Architects Accreditation Council of Australia and the former chairperson of the Architects Registration Board of Victoria.

Mary-Louise Huppatz is the Manager, Planning and Operations in the Faculty of Architecture, Building and Planning at The University of Melbourne. Having previously worked in the retail, training and construction sectors, she joined the world of higher education in 2005. Her work across these sectors encompasses business and strategic planning, human resources, organisational development, project and change management. This multi-disciplinary background is supported by qualifications in journalism, applied science, organisation dynamics, training and organisational development. In her current role she has assisted the Faculty in a number of elements of the new building process including internal communications and change management processes. Mary-Louise is currently a member of the Bass ATEM Region Committee and serves as the Deputy Chair, Institutional Coordinators and Membership.

With government funding streams narrowing and an increase in the number of facilities nearing the end of their lifecycle, universities are faced with complex and completing demands for investment from an already stretched infrastructure budget.

So how does a faculty or school move to the front of the line with their request for a new building? This paper outlines the experience of building such a case for support: from the first internal explorations within the faculty, to assessment of current facilities, through to articulation of a strong and robust case to the University's Finance Committee. It also explores the experience of (unsuccessfully) applying for government funding and the impact of this on business planning.

This exploration is undertaken as a case study of the successful bid for university capital made by the Faculty of Architecture, Building and Planning at the University of Melbourne. Construction for this facility is now underway, nearly ten years after the faculty first commenced the planning process.

The Faculty's business case was distinctive as it incorporated multiple streams of investment – institutional, faculty and philanthropic. Key to its success was the demonstration of value to the broader institution.

As this case study demonstrates, faculties need to meet an increasing number of funding gates to successfully secure large scale infrastructure. Traditional business planning norms show developing the business case as the first step of a building's development. It is our premise that building the business case continues throughout the different phases of the building process, including design, construction and occupancy.

#### Getting the Faculty Ready for Growth Through Process Improvement

#### MARK MEDOSH

Queensland University of Technology

**Mark Medosh** has extensive experience in Research and Higher Education Sectors particularly in the areas of finance and resource management, project and contract management, strategic planning, business process improvement, management of research, and higher education administration.

In his current role Mark is managing school operations across the areas of teaching, research and partnerships in the Information Systems School of the Science and Engineering Faculty at Queensland University of Technology.

Mark has a Bachelor of Economics (InterBus) and a Masters in Research Management.

Mark is a member of the Association for Tertiary Education Management (ATEM) and Australasian Research Management Society (ARMS).

"IF YOU ALWAYS DO WHAT YOU ALWAYS DID, YOU'LL ALWAYS GET WHAT YOU ALWAYS GOT". Mark Twain

Nearly every business entity is built on the three pillars: 1) People – the right, performing and motivated people being the key requirement to performance, 2) Technology – that provides the people with the right tools to do their job, and 3) Processes – holding it all together as a glue between the assets. A process could be described as a series of steps and decisions involved in the way work is accomplished. Everything we do in our lives involves processes and lots of them such as getting out of bed and getting ready for work, or preparing a travel or a grant application.

The proposed paper discusses the importance of processes in any organization, the implementation of process improvement initiatives in higher education, and examines the business process improvement (BPI) project conducted in the Science and Engineering Faculty (SEF) of Queensland University of Technology (QUT) through identifying success points and lessons learned. Whether a retail store, an accounting firm, or a large university, the "process" of doing business cannot be avoided. The companies that get it right tend to have high efficiency, lower operating costs, reduced waste, and proper utilization of human resources. There is a process involved in every aspect of the business from acquiring and retaining human resources, marketing a product or service, or supporting a product or service after the sale. A crucial component in understanding, solidifying and enhancing operations is a practice known as business process improvement. Business process improvement or BPI is a systematic approach that allows companies to optimize their core processes in order to obtain the most efficient results.

What is process improvement in the University? A University is a complex system of varied but interrelated processes designed to serve a broad array of stakeholders. As higher education increasingly faces challenges like rising costs, diminishing resources, and higher expectations for service excellence and accountability, leaders around the world are looking for ways to improve, and sometimes transform, their institutions. There are opportunities abound for process improvement on both the academic and administrative fronts. Examples of academic processes include course development and curriculum revision. Administrative processes run the gamut from hiring new employees to processing travel reimbursements to certifying research laboratories.

Science and Engineering Faculty (SEF) of Queensland University of Technology (QUT) has commenced its business process improvement (BPI) initiative in July 2012. Coming out from a faculty merger in early 2012, SEF has identified 360 processes inherited from the two forming faculties; 95 processes were deemed as critical for faculty functioning and top 17 processes ranked high priority for harmonization. In the initial stage of the BPI project the faculty has considered a number of related factors such as the existing knowledge of its own processes, level of staff expertise to contribute to process improvement, training required to upskill key participants, and which processes should get the top priority. The faculty is home to the world-class business process management (BPM) discipline and has extensively utilized their expertise through engaging key academics and their masters students in the BPI project. Four processes in the areas of 1) applying for travel, 2) applying for a research grant, 3) course management, and 4) continuing professional education (CPE) were selected as the most critical to be



addressed in the first phase of the project. Four BPI project teams were created guided by an overarching terms-ofreferences document and ambitious goals and timelines were set. This paper examines the BPI project case study of QUT's Science and Engineering Faculty, what went well and where improvements could be made for the second and subsequent iterations of the process improvement activities.

### SESSION 7

### More Than A Tool: Employing Technological Innovation Along with Targeted Support to Facilitate Cultural Change

#### DR QURAT TARIQ, SHARON SHORT

#### University of Western Sydney

**Qurat Tariq** has a PhD in Computing Science and has been associated with a number of tertiary education institutes in various academic cum administrative roles for about 13 years. In the recent past, her focus has been on development and management of various degree programmes offered by the affiliated institutes, providing strategic direction for improvement in the quality of curriculum and effectiveness of teaching methodologies. She is currently working as a Course Quality Officer at the University of Western Sydney assisting in bringing cultural change and facilitating academics to undertake curriculum renewal process with a whole-of-course perspective.

**Sharon Short** has worked at the University of Western Sydney for almost 20 years after commencing at UWS Macarthur in 1994.

Sharon has held a number of positions including administrative support for the Courses Team, providing various duties within the College of Health and Science (with a focus on the Dean's Unit) and most recently working as a Course Quality Officer for the Pro-Vice Chancellor Education (Health and Science) spearheading initiatives such as the First Year Student Experience.

#### Sharon's interests include developing and implementing strategies to enhance the first year experience, with a particular focus on student retention and is instrumental in project managing the new Curriculum Mapping Tool for UWS.

Increasingly changes in the higher education policy and regulatory landscape (TEQSA, AQF; HE Standards Panel) place

increasing emphasis on quality assurance and accountability, with institutions required to evidence graduate outcomes and standards and the means by which they are achieved and assured.

For example, the Higher Education Standards Panel in the Draft Standards for Course Design and Learning Outcomes (March 2013; see www.HEstandards.gov.au) clearly emphasizes and reinforces the importance of curriculum mapping, through articulation of the following standards:

- 'The relationship between the overall learning outcomes for each course of study and the learning outcomes for units that contribute to the course of study is demonstrable;
- The assessment of student learning, whether at unit level, course level, or in combination, encompasses all specified learning outcomes for each course of study;
- Methods of assessment are consistent with the types of learning outcomes being assessed and are capable of validly and reliably confirming that specified learning outcomes are achieved'.

In addition, the standards require not only 'the mastery of specific disciplinary and/or interdisciplinary knowledge and skills characterising the field of study' – the traditional focus of academics, but they also require that course learning outcomes are informed by:

- > 'The generic skills and attributes required of graduates;
- The application of generic skills and attributes in the context of the field of study including the communication skills required, and
- The requirements of employment related to the field of study'.

These aspects are captured and addressed in Objective 2 of the UWS Learning &Teaching Plan 2012-2014: Curriculum and Standards, particularly through the following articulated strategies.

- 'Review teaching models, learning designs and the alignment between course learning outcomes and assessment practices in all courses.
- Review the UWS graduate attributes and apply curriculum mapping to ensure integration in all courses.'

To realise these outcomes necessitates a cultural change from the traditional academic model where the emphasis is on disciplinary knowledge and skills, a resistance to taking responsibility for the explicit teaching of generic skills & attributes (Bath et al., 2004), along with a tendency for individuals to focus on "their" units of study rather than at the holistic course level. The UWS Curriculum mapping tool (CMT) is an initiative to support and help achieve the above outcomes. It has been designed to enable comprehensive mapping of curricula so as to demonstrate alignment and integration, provide evidence to evaluate the adequacy of that alignment, identify gaps, inconsistencies, underrepresentation of key elements, as well as strengths and coherence across the curriculum. It also provides a mechanism by which to map student assessment load and distribution across units which constitute the course enabling a whole-of-course perspective on student embedded workload and the range of assessment modes used.

However, it cannot be underrated to be merely a tool. It is rather seen as a catalyst for cultural change and a strategic imperative to build capacity for delivering a high quality coherent curriculum. It has been intentionally designed to enhance focus on integrating generic skills into disciplinary learning, to challenge development and assurance of these attributes, to contrast intent and role of units, to question alignment between intended outcomes and learning activities, to reveal degree of scaffolding and assurance of each CLO in the course, to depict student progression through a course in terms of increasing levels of thinking, to assist review of assessment design and distribution – all this by facilitating and encouraging academic conversations on a whole-of-course level. It stimulates academics to think about this complex process in a holistic manner and gives an opportunity to explicate expectations from (and of) academics.

In recognition of the scale of the project and the inherent cultural challenges in achieving the objectives of UWS L&T Plan, the university introduced a number of professional academic support roles in 2012 – the Course Quality Officer (CQO) role being one of them. Course Quality Officers have responsibility for collecting and inputting data, generating outputs, and most importantly supporting the facilitation of a collegial approach to the curriculum renewal process.

Taking the CMT through its development stages – from conceptualization to first release – developing strategies for working productively with and supporting time poor academic colleagues through this process has been an enlightening and challenging experience. The presentation will demonstrate the tool, reflect on this process and how the trend toward greater accountability from external agencies has been used as a lever to challenge traditions, improve quality and ultimately the student experience and how technological innovation has been used to support these outcomes.



## CONCURRENT SESSION **J**

11.55 AM — 12.45 PM

## SESSION 1

### Functionality – A Critical Performance Metric for Flexible & Sustainable Assets

DR JOHANN MCDULING, KERRY DEVINE

McDuling Young, Edith Cowan University

**Dr Johann McDuling** is a Structural Engineer and Asset Management Strategist based in Melbourne, Australia with more than 30 years experience. Johann was the Keynote speaker at the 2012 HEFMA conference in South Africa and delivered a plenary session paper on invitation at the 2013 AUDE conference at the University of Warwick in the UK.

Johann developed an innovative methodology to quantify changes in asset condition over time and predict the remaining service life of assets as part of his PhD (Engineering). In 2008 he received the Best Paper Award for his paper on Service Life Prediction at the 11DBMC International Conference on Durability of Building Materials and Component of the International Council for Research and Innovation in Building and Construction (CIB) in Istanbul, Turkey.

Johann has provided consulting services to various universities and government departments, private sector clients in Australia, the UK, South Africa, Namibia and Solomon Islands.

**Kerry Devine** is the Manager of Resources and Asset Planning at Edith Cowan University. In this role he heads up both the Space Planning and Finance Teams within the Facilities and Services Centre. He has previously managed the ECU Commercial Business Unit portfolio.

Prior to rejoining ECU in 2011, Kerry spent a large portion of his professional career in the international Hotel Industry. He has held senior Asset Management, Operational and Finance roles with Starwood and Intercontinental Hotels Group.

From the conference themes of TEFMA, APPA, AUDE and HEFMA it is clear that the way we deliver tertiary education has changed considerably over the past two decades and will continue to change if not accelerate.

According to Ernst & Young in their University of the Future report, higher education institutions will need to fundamentally transform their business models to survive. Digital technologies and so-called Massive Open Online Courses (MOOCs), global mobility of students, academic

## CONFERENCE ABSTRACTS

WEDS 18 SEP

talent, and university brands, as well as integration with industry will transform the way education is delivered and supported. Institutions will need to significantly streamline their operations and asset base, at the same time as incorporating new teaching and learning delivery mechanisms, and adapting to stakeholder expectations of increased impact and 24/7 engagement. Service delivery will be a mix of on campus, digital and through partnerships, with an increased focus on digital and partnerships.

In Imagining the Universities of the Future, Linda Lorimer states that internet-based technology is fostering impressive pedagogical innovation, massively increasing access to university instructional materials and enabling growing numbers of students to pursue formal courses of study online. Many countries eager to develop further their system of tertiary education may be able to avoid some of the capital intensive investments of building new "bricks and mortar" facilities by leap-frogging to online instruction that can be widely deployed across a country—or farther.

These changes in the way we deliver tertiary education demand flexible facilities that are able to accommodate the changing service delivery environment in a sustainable way.

Most universities have large asset portfolios, some with very old buildings. Many of our buildings cannot support the continuous changes in service delivery models and technology due to inflexible designs, layouts and construction. Building functionality and adaptability are increasingly becoming critical performance metrics essential for informed and responsible asset management strategies and decision-making that will support a sustainable learning environment. It is therefore becoming more and more common for universities to undertake functionality assessments.

A common mistake often made is the selection of too many assessment topics resulting in an information overload where topics are loosing their impact on the overall performance rating. The secret to success lies in the selection of appropriate and relevant topics that have the biggest impact on functionality. Less is often more.

This paper will look at the identification and selection of appropriate functionality assessment topics, performance standards, functional serviceability and adaptability assessment ratings aligned with ISO 11863(2011) and ISO 15686:10(2010) standards and current international practice. Delegates will get information on the latest trends in functionality assessment. They will also see how they can use assessment information to get an integrated view of asset performance and report this information in a way that enables informed and responsible decision-making ensuring a sustainable asset portfolio.



## If You Build It, They Will Come: Delivering in Saudi Arabia

#### SHERYL MORGAN

Wintec

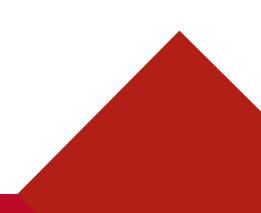
**Sheryl Morgan** is the Project Development Manager in the Chief Executive's office at Wintec, a job she has had for the last 10 years. A professional project manager, with the Project Management Institute's international PMP accreditation, she manages strategic and high risk projects for the organisation. It is a job which offers infinite variety and she says the organisation still has the ability to surprise, even after a decade. Equipped with a cell phone whose number ends in 007, she can handle anything.

The Saudi government has been sending students to study in Australia and New Zealand for many years. There are some 12,000 Saudi students studying in Australia, as it is considered to be a safe place, with a very good university system. The Saudi government also funds a number of other initiatives, such as study aboard for Australian students in Saudi. Most institutions with Saudi students will be familiar with SACM, the Saudi Arabian Cultural Mission, which works with partner institutions. However, there are few international providers in Saudi Arabia. Why is that, when the Saudi government has been looking for alternatives in providing tertiary technical education? Although the Saudi government has sent students abroad, and had international students to study in Saudi, it has not usually allowed overseas universities to establish campuses in Saudi, with the exception of some technical partnerships. However, high youth unemployment and a birth rate of 300 babies an hour, has led the Saudi government to the realisation it cannot build and manage enough colleges by itself to meet demand.

The Technical and Vocational Training Corporation (TVTC) is the Saudi Government's major provider of Training, part of the Ministry of Labour and Social Affairs, with institutions

across the Kingdom of Saudi Arabia, TVTC caters for more than 120, 000 trainees in over 100 locations. TVTC has built approximately 50 technical colleges in the last 25 years and has an ambitious expansion programme, with plans to open more than 50 new colleges in the next ten years. It has just built 10 new colleges and is now looking for overseas partners as international operators to take over the new (empty) buildings they've constructed. It has run a tender process for bidders who are tertiary education providers, either single institutions or consortia, to bid to run a college or colleges. Successful bidders in April (2013) must have the college up and running by September 2013. TVTC said that its rationale was it had only been able to achieve breakeven in managing its own colleges so it wanted to see if an international operator could do better.

Institutions with experience in the region will recognise an extremely challenging working environment, from the climate to mutual misunderstanding in cultural practices and the business world. Why would an institution want to set up a technical college from scratch in an environment markedly different from its own, and do it in six months? For organisations looking for the ultimate BHAG (Big Hairy Audacious Goal) this is it. Even the time zone difference means work hours suit after midnight insomniacs. The working week also only coincides Monday to Wednesday, with Thursday/Friday being the Saudi weekend and Saturday/ Sunday being ours. This means either a three day week for someone or a seven day week for you. Wintec has some experience in delivering in Saudi, in Jazan and Jubail, and after making most of the mistakes possible, is embracing its latest BHAG. On the theory that if it hasn't killed you it must be all right, we have developed some organisational learning. We would like to share this with other institutions, and it may help them avoid our mistakes while enabling them to experience their own, knowing they are not alone.





## SESSION 3

## A Finance Shared Services Model at Monash, the Sequel: A Collaborative Approach to Managing the Effects of Change

CONNIE MOGG, MELINDA COTTON

Monash University

**Connie Mogg** was appointed as the Manager, Research and Revenue Accounting Services for the Faculties of Medicine, Science, Engineering and Pharmacy at Monash University in January 2011. Prior to this role Connie was the School Manager for the School of Public Health and Preventive Medicine at Monash.

Connie has also held administrative positions at Deakin and UNSW, following a career in the public and private health sectors that spanned over 16 years.

**Melinda Cotton** was appointed the Manager – Receivables and Revenue Accounting Services in May 2013 and is responsible for managing the Bank Reconciliation, Customer Invoicing and Receivables for the University. She commenced work with Monash in March 2009 as Receivables Manager and was the Revenues Workstream Lead for the Financial Services Enhancement Project (shared services).

Prior to this role Melinda has held positions at National Foods, Maddocks and ANZ. Melinda holds a Bachelor of Arts from Monash University and is currently completing post graduate studies in Business at Monash

At TEMC in Adelaide last year, we presented on providing both a cost effective, as well as an efficient administrative service, it remains a challenge for most Australian Universities. Often, cost effectiveness comes at the expense of a quality service.

With the requirements for administrative compliance becoming increasingly complex, the importance of not compromising on the quality of administrative services is also increased. But as the demands on funding become more competitive, it has become essential that universities provide these services in a more cost effective way.

In 2013 we face the reality of an even tougher environment. With the tightest recruiting conditions ever experienced, we have the challenge of continuing to deliver a service that we are proud of.

At the beginning of this year, the difficult decision was made

to further specialise the services provided by the research and revenue accounting services team and put all transactional processing in one team. Audits and acquittals have also been centralized to a team of specialist accountants, as has the running of the routine monthly reports.

This has left the teams who provide direct support to the researchers with the ability to concentrate on providing one on one management accounting service.

From the onset, the management team was committed to keeping any disruption to services to a minimum during the transition, with the aim being to have a collaborative transition so that our client groups were not impacted by the change.

The presentation shares our journey, the highs and the lows and how successful we have been in achieving our goals – so far...

## 

## The Realities & Intricacies of Shared Academic Workspaces

#### ANDREW HUTSON, ANDREW MCALINDEN

University of Melbourne

Andrew Hutson is an Associate Professor in the Faculty of Architecture, Building and Planning at The University of Melbourne. Having established and worked in his own architectural practice, Andrew returned to the world of academia in the mid 1990's and has extensive expertise in the fields of architectural design, communications, and architectural history. He has written about a diverse range of topics including explorations of Roman architecture, the role of computer modelling in the delivery of design teaching and research into the design competition for a new Australian parliament house. This combination of interests serves him well in his current role as the Faculty's Associate Dean (Resources) where he is currently overseeing the design and construction of the Faculty's new state of the art building. He is also the current chairperson of the Architects Registration Board of Victoria and an executive board member of the Architects Accreditation Council of Australia.

The issue of academic workspace has been a hot topic in regard to the provision of new tertiary buildings. The traditional mode of separate academic offices, where amenity and size are determined by seniority and status, has been questioned over the last decade, with a number of institutions in Australia and overseas attempting to accommodate academics in a variety of open work environments. A range of reasons for the change in academic working paradigm have been expressed, from encouraging greater peer cooperation and increasing collaborative research, through to the more prosaic desire to reduce space and therefore infrastructure costs.

The design for the new University of Melbourne building for the Faculty of Architecture, Building and Planning attempts to address the issues surrounding appropriate workspace environs and proposals for open and shared academic workspaces were proposed by the client at the very beginning of the user consultation process. A major imperative for the faculty examining a new workspace model is that multidisciplinary teams are becoming prevalent within academic research paradigms and that this collaborative model may not be best served through the conventional pattern of discrete academic offices.

The process of investigating new modes draws on published research and precedents regarding new academic workspaces. It also relies heavily on consultation with academics to draw out the concerns and resolve competing needs and issues. The main concerns of academics revolve around the need for privacy, accommodating meetings with students and fellow staff, status of senior academics, adequate space, the security of private libraries and the belief that one needs quiet space to engage in research.

The overall process was one that required the faculty to address the organisational dynamics and grapple with the intricacies of the academic concerns whilst arriving at a design that accommodates a range of workspace desires. The lessons that come from the process are of great value in creating what will be a flexible and sustainable outcome for new academic workspaces. For the next two years, the Faculty is trialling the effectiveness of shared academic space through prototyping proposed design solutions in temporary accommodation whilst the new building is under construction.



### Standing Up to Government: Moving Towards Higher Education Policy that Works

#### **JOHN PIKE**

#### Murdoch University

John Pike is a university administrator with more than 20 years of experience and expertise across both central and academic unit management. Prior to joining Murdoch, he has worked at universities in the Go8 and ATN.

As Executive Officer, Policy, Planning and Government Relations, he leads institutional policy development and implementation in relation to Commonwealth and State Government policy directions and goals. This incorporates all aspects of policy management from liaison with all levels of Government, through 'big picture' strategic oversight of University directions, to assisting Schools in the development of operational plans to implement the University's strategic directions.

John has played a key role in the development of the University's Mission-Based Compact and Institutional Performance Portfolio, has facilitated policy in social inclusion and indigenous education, and continues to work on implementing government policy such as the MyUniversity website and Tertiary Education Quality and Standards Agency.

While the core role of higher education institutions remains the creation, custodianship and transmission of knowledge, there has been significant change in the Australian higher education sector over the last two decades. Key among the changes impacting our universities have been:

The massification of higher education, commencing with the Dawkins reforms and gathering momentum with the implementation of the Bradley Review and a demand-driven system of funding for bachelor degree places;



The rise of the knowledge economy, with universities among the most important drivers, producing knowledge workers as well as much of the intellectual and physical infrastructure, from laboratories to libraries to computer and communication networks;

Globalisation of all university activities, from student recruitment and transnational education through to global research collaboration; and

Competition from private providers (both for-profit and not-for-profit) and international institutions.

The Commonwealth has built a formidable set of policy instruments covering higher education as they grapple with the balance between increased university enrolments and expanding research, the maintenance of quality and international competitiveness, and the cost that entails. Policy implementation also reflects cultural, social, economic and political history.

Higher education providers (HEPs) have been largely complicit as this smothering array of regulation has enveloped us. Sometimes acquiescence has resulted from economic imperatives, such as the significant additional funding provided for compliance with the National Governance Protocols in the mid-2000s. More commonly, however, when faced with poor public policy universities have attempted to work with government to limit the worst aspects of policy implementation rather than rejecting it outright.

In 2011 Professor Richard Higgott was appointed Vice Chancellor at Murdoch University with a mandate to 'renew the University's academic heart'. He has sought to distinguish the University in the sector – to speak with a singular voice. Professor Higgott's experience in the UK was of a sector prepared to 'stand up to' government and question increasing intervention through reporting and regulation. This meant that the University community was encouraged to genuinely engage with government in policy debates.

The experience of taking this approach in the development of submissions to government reviews and enquiries will be explored. This will include consideration of the interaction between individual institutional responses and joint submissions by university groupings and the peak body, Universities Australia.

Robust debate over policy formulation and implementation is also critical in meeting compliance requirements. In making sure that the university can 'tick the boxes' to ensure compliance and therefore maintain the registration and funding that allows our staff to actually do their job, it is important not to compromise what it is that attracts them to the academic support mission in the first place. Nowhere has this been more focused than in development of re-registration material for the sector's national regulator, TEQSA. An overview of the approach taken and the impact on reporting against specific standards will be provided.

In an environment of fiscal constraint, policy tends to become tighter and to drill deeper into management and operational detail. It is therefore critical that HEPs work with government to ensure that policy encourages the core teaching, research and engagement mission of the sector rather than stifling innovation and diversity.

The strength and robustness of the higher education sector in Australia is critical as we push towards a more servicedriven, knowledge based economy that will underpin future economic growth.



## A "Fortunate" Misfortune – Developing a Campus in Answer to Unusual Circumstances

#### FIONA HAYNES, GRANT MCPHAIL

Christchurch Polytechnic Institute of Technology

For **Fiona Haynes** working life began in Architecture. Family brought a change of direction into teaching at secondary and tertiary level. A call to be part of the development of a national curriculum subject in Technology led to the setup of the training for teachers from Years 1 through to 13 at Christchurch College of Education a journey that lasted 10 years including international consultancy.

A move into management as Dean of Trades and Engineering at CPIT provided an opportunity to be innovative. The development of cutting edge facilities for experiential learning in trades was a project of 7 years. Design and development of a national degree in Engineering – Structural, Mechanical and Electrical was a catalyst for collaborative delivery by 6 Institutes of Technology. The need to master plan for the future needs of the organisation both regionally and nationally then offered a position that was made even more critical by the events of September 2010 and February 2011. **Grant McPhail** has the been working in the property field for the last thirty years, the last eleven as Director of Facilities Management at Christchurch Polytechnic Institute of Technology. Since the Christchurch earthquakes of 2010/2011 a focus of the role has been managing the earthquake repairs, strengthening requirements and dealing with Insurers relating to the claims. This has been while managing an increasing role within existing damaged buildings and infrastructure while looking for opportunities to ensure that the campuses provide modern learning environments.

The Christchurch earthquakes are now yesterday's news. However the recovery from those events has proved to be a good learning ground for future development of campus facilities. Lessons learned from being forced into temporary and often below standard facilities and how those were adapted to provide a learning environment that was not only accepted by students but preferred are being utilised for redevelopment.

All buildings on both main campuses of CPIT require strengthening or remediation to bring them up to and accepted percentage of the standards of a new building code. In the process, engineering evaluations and the quantity surveyed results have indicated that some major buildings are not economically or educationally viable in the future. The ability to remove them and replace these with new structures has provided an opportunity to develop world class, innovative facilities for a number of learning areas.

At the central city campus this has enabled CPIT to reconsider the layout of the campus but temper this with ensuring that it remains a vibrant and interesting place for students during the lengthy redevelopment process. A series of 'precincts' within the site set a framework for creating areas that accommodate disciplines with synergies while the links to the student services hub are maintained.

The second campus which accommodates trades training presented extra hurdle to overcome in the extra 400EFTS or 1,000 students trained per annum as requested by the government for meeting the skills shortage. This has offered a wider brief to the way in which the facilities development of this campus is addressed. At this campus in particular the fluctuations of training focus has had to be considered in the development. The Christchurch recovery period is likely to last for approximately 10 years. After this the need for extended trades training facilities will return to a core level. Incorporating this into the planning has offered both challenges and opportunities.

Additionally, there have been requests and demands placed on the institution by external circumstances that have shaped the response to planning changes to the facilities. A further, thought-provoking accompaniment to the redevelopment is that of arranging the decanting of staff, students, equipment and materials from each building into temporary facilities while causing as little disruption to business as usual as possible.

This presentation will show the ways in which each of the challenges presented has been met and how it has provided new insight into campus development and master planning.



## CONCURRENT SESSION **K**

1.45 PM — 2.35 PM

## SESSION

## Developing & Sticking to the Design Principles

#### COLIN SAKINOFSKY, MAREE GLEESON

SKM, University of Newcastle

**Maree Gleeson** has held leadership and professional positions in health services, academia, medical research and government.

Maree was previously the Director of the Hunter Medical Research Institute, a joint venture between the University of Newcastle and Hunter New England Health. Under her leadership a new strategic plan was implemented resulting in substantial growth in research funding; an increase from 400 to over 1000 affiliated researchers; and capital funding and construction of a \$90 million dollar research facility at John Hunter Hospital.

Prior to this Maree was the Inaugural Director of Medical Research in the NSW Ministry for Science & Medical Research.

Maree is currently a Director of the Hunter Water Corporation, Hunter Valley Research Foundation, the Central Coast Local Health District Board and the Special Olympics Asia Pacific Games Trust. She is also a member the National Health & Medical Research Council Principal Advisory Committee on Preventative & Community Health.

**Colin Sakinofsky** is the Practice Leader for Research at SKM, (previously the Director for Research at S2F) and leads the Research portfolio for architectural and engineering capability in this design field. His professional focus at SKM is the delivery of Research-based architecture and fulfils the role of Principal Laboratory Planner.

He has been a leading contributor to many landmarkbuilding projects in Australiasia, focussing on the integration of scientific endeavour and complex building design to deliver innovative solutions to the ever-changing demands of research.

Colin's extensive knowledge in High Technology and Controlled Environment and Containment Design includes most laboratory types and medical platforms, such as, Biology, Chemistry, Structural Biology and cGMP Human Applications. In addition, key areas of Colin's interest and expertise are the design of animal facilities from rodents to large ruminants

## CONFERENCE ABSTRACTS



## and to the highest levels of biological containment, as well as plant research and glasshouse construction

The Hunter Medical Research Institute (HMRI) was designed and constructed on a green field site as a joint venture between the HMRI, University of Newcastle and Hunter New England Health to accommodate 400 medical researchers from the three organisations. The brief was to consolidate four research programs that had not previously worked together and were based at four remote locations into a single facility. The research spanned the complexities of biomedical sciences, animal and human research, clinical trials and public health research. The disciplines included: immunology & infectious diseases; asthma & respiratory diseases; pregnancy & child health; neurosciences; and population health.

Prior to engaging the design team (S2F +Denton Corker Marshall), the overarching design principles were developed by HMRI and formed the basis for all decisions during the design and construction phases. The brief was to ensure the building was: Functional, Flexible and Future-proof.

The design phase involved consultation with over 100 researchers from the four program disciplines, as well as managers from the three joint-venture organisations, as well as the funding bodies (NSW and Federal Government). A set of operational principles were developed to maximise utilisation of space and resources. The overarching operational principle was researcher Interactions. The operational principles were based on: Collaboration, Cooperation and Centralisation of resources. This included a central "interaction space" that has become the focus of the building (the meet, greet and eat area).

#### TRENDS

The building design had to function the way the researchers needed to function; be flexible to accommodate changes in future technology or use of the spaces; and allow for future expansion on the site and increased researcher number.

The new building followed recent trends for high tech medical research but did include some significantly different drivers:

- Colocation of previously separated research groups and the development of a new brand moving from a "virtual institute" into the future
- Short program timeframe driven by need to vacate a large currently occupied building

- > A differing hybridised Design & Construct approach
- The final design accommodates the ability to change nonlaboratory office spaces into wet laboratories
- > Integrating Clinical Trials as a unit within a biomedical research building on a hospital site
- The site was engineered to allow for an additional third wing to be built at a future date to allow for expansion in research capacity
- The building will be the front face of the hospital site when a new access road is built in the future, and the design brief required a building to have two front sides

#### TRADITIONS

HMRI sought to challenge many previously established norms in laboratory principles:

- Establish the cultural context and how this would drive the unique collaborative model
- The notion of "spatial ownership" and the move to "nonterritorial" laboratory and office use
- A building that plays to the HMRI strengths in order to draw the best talent to Newcastle
- Address the difficulties in current and traditional operational framework that could lead to a compromised operational and collaborative model
- Examine how vertical and horizontal integration could be achieved, acknowledging that vertical integration presented the biggest challenge (mine subsidence site)

#### TECHNOLOGY

The latest technological advancements both known and unknown were to be accommodated in the new facility. This request, whilst it may appear to be "an impossibility" by addressing unknown technologies has become more regular requirement in new facility design, including:

- Moving toward "platforms of technology" as a shared research infrastructure
- Laboratory on-floor live rodent manipulation and the regulatory framework
- Avoiding cross contamination of human genetic tissue and separation of DNA and RNA operations
- Proximity to the hospital required special engineering of the roof exhaust stacks

The building had a demanding, immovable completion deadline due to planned demolition of one of the existing research facilities. Sticking to the design and operational principles ensured the building was delivered within budget and on time. The HMRI building has resulted in a functional building that meets the current and future needs of researchers and has maximised the ability of clinical researchers from the hospital to interact with academic researchers from the university.

The presentation will illustrate how HMRI and SKM/DCM responded to these challenges and the development of the core Principles that influenced a cultural change in behaviour of the researchers, and how these principles were translated into the design and construction of the iconic building and the operational management post occupancy.



## How to Plan Retail to Maximise the Campus Life Experience While Enhancing Commercial Revenue Streams

#### **SUZEE BRAIN**

Brain and Poulter

**Suzee Brain** is the Director of Brain & Poulter, Australia's No.1 Food Consultants.

Following a rapid ascent in corporate hospitality management Suzee started her first cafe in a shopping centre in 1988 and soon after went spectacularly broke! Arising from this, Suzee studied the elements of successful food retailing that, over the last 25 years, has turned into the pillars of success in food consulting worldwide in masterplanning, concept development, feasibility studies, operational reviews and retailer training and development.

With the removal of compulsory student union membership in 2006, Brain & Poulters expertise has proven to be advantageous to University campus retail food planning having developed successful retail masterplans for ten Australian University campuses.

Suzee has a passion for food and is a member of the Property Council of Australia, TEFMA, The International Stores Planners Association, The Food Media Club and a regular guest speaker at industry events.

The traditional retail model for many campuses is under pressure to change. The changing demographic profile of students, new technologies, global mobility, funding pressure and increased competition are forcing tertiary institutions to forge new business models. The food service and retail



facilities established 30 – 40 years ago are no longer relevant to market needs, are financially underperforming and require a more strategic approach to guarantee their critical success whilst enhancing the student and staff campus experience.

Successful campus retail is an important active student social space and makes a significant contribution to the campuses of tomorrow and commercial revenue streams.

The integration of retail precincts into these education environments further encourages the collaborative learning culture and retention of students on campus. However, if poorly planned or executed, can result in being a "black hole" on campus instead!

Brain & Poulter (B&P) are Australia's leading campus retail master planners.

During the session, B&P will present Case Studies for numerous successful campus retail masterplans showing substantial commercial and experiential benefits including:

#### UNIVERSITY OF NSW -

- Reduced food tenancies in order to introduce high street food models capable of paying reliable and commercial rents.
- Created the Matthews Arcade Food Concept which was estimated to produce 100% return on investment in less than four years.
- Reinvented The Quad cafeteria into a seven outlet Food Court.
- Created new retail concepts such as the Art Supply Store and medical precinct.

#### THE UNIVERSITY OF SYDNEY -

 28% increase in average spend per head based on consolidating retail into two main hubs on the major circulation nodes and broadening offer within those hubs.

#### THE UNIVERSITY OF ADELAIDE -

- Increased potential rental income by more than 100% per annum through redistributing the spread of retail according to customer loads and pedestrian "ant" tracks.
- Plugged gaps in the retail mix that reduced retail sales leakage to the CBD and retained the market spend on campus, allowing for the achievement of commercial high street rents.

#### THE ISSUES

In our experience of campus retail planning, the following issues often need carefully considered solutions;

- A financially viable way to upgrade the retail facilities and offer both Student Union and independently run retail facilities.
- Acceptable means to introduce independent retailers into the campus retail model.
- To ensure the variety and spread of retail across the campus reflects both the demands and aspirations of the various user groups.
- Sustainability and opportunities for the retail services during peak trading periods and non-semester times.
- Locate vibrant and relevant food and retail offers to activate and enhance campus space.

#### THE ANSWERS

Specifically, Brain and Poulter will explain:

- How to calculate how much retail is sustainable on campus
- Useful metrics to develop and support campus planning initiatives
- How to identify the best locations for retail throughout any campus
- > The hierarchy of retail and how to identify highest and best concepts for your campus

This presentation will show you how to develop a road map for successful campus retail master planning by deep diving into student and faculty behaviour, university layouts, stakeholder engagement and emerging trends.

Brain and Poulter have successfully developed retail masterplans for:

- > Australian Catholic University Banyo Campus
- > Australian National University ANUX
- > Deakin University Burwood Campus
- > James Cook University Townsville & Cairns Campuses
- > LaTrobe University
- > Macquarie University
- > RMIT University
- > The University of Adelaide
- > The University of NSW
- > The University of Queensland
- > The University of Sydney
- > University of Canberra

## SESSION 3

## A Review of Trends Shaping Universities Today

#### MAREE CONWAY

Thinking Futures

**Maree Conway** runs Thinking Futures, a strategic futures practice that helps people create organisational strategic foresight environments to help people use the future today in their strategy processes. Maree's expertise is focused around environmental or horizon scanning and strategic thinking, and curates a number of futures orientation blogs. Her work aims to help people challenge their current thinking paradigms and see beyond the constraints of today to build strong futures for themselves their organisations and the planet.

That higher education and universities have been subject to continuing change since they were established in the 10th century is a truism, yet today that dealing with that change seems more overwhelming than ever before.

In the last 12 months there have been a number of significant shifts in the work of universities such as MOOCs, along with various commentary and publications about the future of the sector. Much of this work is good analysis from a range of perspectives, some not, but they often consider particular trends in isolation rather than understanding them as part of a larger change system. This system is ever more complex and interconnected, and understanding how to respond to change proactively in ways that are robust into the future is all but impossible unless the starting point is the global change ecosystem.

This session will review these trends shaping the future of universities today, locate them in the broader global change ecosystem, identify patterns of change and suggest some possible ways to develop robust and futures ready responses.

Participants are invited to contact the author before the conference to nominate the trends they think are most critical to understand for the future of their university.



## Successful Delivery of Adaptive Re-use Projects

#### HARLEM SUHANIC, VINCE DONATO

ISIS Group Australia

**Harlem Suhanic** has over 25 years experience in Australia, specialising in the delivery of fitout and refurbishment building projects. In his time at ISIS, Harlem has worked across a variety of sectors in a number of different roles, understanding the pricing, management and delivery of different types of projects. Within the education sector Harlem has been involved with the University of Sydney with their Teacher Learning Centres programme and the refurbishment of the nursing and midwifery building. Harlem also has extensive experience at UTS working on their Tower One Project which involved a variety of upgrades over twenty three levels in addition to the works associated with the Blake Library.

Harlem's specialist industry knowledge coupled with his strong site and project management background and unmatched client focus, ensure that every project is delivered to the highest standard. Harlem also has vast experience in environmental sustainability, Green Star and NABERS.

**Vince Donato** has over 12 years of experience in the Building and Construction Industry, managing and delivering numerous large scale projects across many sectors. His work within the education environment includes the \$26M Fisher Library for the University of Sydney and numerous projects for many of the main Universities in Victoria. Vince won an Excellence in Construction Award in 2007 for his involvement in the refurbishment of MBAV House in Melbourne and was also involved with the landmark RMIT Green Brain project on Swanston Street which is well known to all Melbournians.

Vince recently managed the very successful ACU Library refurbishment and extension that was handed over well before the initial due date leaving the client, superintendent and architects all very satisfied. Through his University project work, Vince has gained invaluable knowledge and insights with regards to tight schedule delivery, the complexities of stakeholder management and working within a live environment.

The increasingly competitive nature of tertiary institutions means that the complexities of managing their property

## **WEDS** 18 SEP

assets, one of the cornerstone branding and sales tools for any University, are becoming increasingly onerous. Establishing a balance between the development of marquee buildings and the adaptive re-use of existing buildings to provide continued state-of – the-art facilities is a necessary part of managing a University property portfolio.

Whilst the challenges of procuring a new building are well documented, it is the reinvigoration of existing buildings that, although generally smaller in scale and spend, require fast track delivery solutions to limit impact of student disruption and maximise facility usage. These adaptive re-use projects enable Universities to cost effectively support the significant increase in student numbers without the investment of large scale greenfield developments. Whilst assessing any property asset for redevelopment, consideration also needs to be given to the highest and best use, whether it be a series of floors or a whole building.

Adaptive re-use projects come in many shapes and forms. Some are basic refurbishment projects to increase the general amenity of an area with cosmetic and FF&E upgrades whilst some are major structural remodels with complete change of use. There are a variety of different models under which these projects can be procured which still meet probity and procurement guidelines. These include Design and Construct, Construction Management and Managing Contractor models in addition to the traditional or accelerated lump sum tender process, the latter being a hybrid of lump sum and managing contractor. When assessing any project, the model best suited to meeting the delivery requirements should be adopted, with all models having valid applications within a University environment.

Every project has its own complexities and considerations. Timing and scheduling are common issues that often occur on University projects. Ideally for any University the best construction period is over the Christmas/New Year break whilst no students or staff are on campus. This coincides with the construction industry shut down period and can cause industrial challenges that require specialist negotiations when working throughout designated holiday periods. Not all projects can be delivered during these breaks, so maintaining constant twenty four hour operations during construction for any University is critical. There are usually numerous schedules to work around and many stakeholders to notify that require a long lead time for any necessary shut downs. Despite the number of complexities on University projects, a strong alliance between the contractor, sub-contractors and University has proven to be mutually beneficial to all parties and the success of the project. These relationships enable a level of trust to be formed so that decisions can be made quicker, the correct channels for notification are known and communicated well and there are no stoppages during construction. It is also critical to integrate with the University's established sub-consultants and service providers and incorporate them into the main project team to ensure existing site knowledge is utilised on the project and continuity of delivery is maintained.

There are elements that can assist any chosen model and help deliver fast track projects such as pre-fabrication and early ordering of pre-approved design components. Early works packages can be released under some delivery models allowing, for instance, demolition or civil works to be completed whilst the joinery documentation is being drafted. Fast tracking the design and build process in this manner will assist in reducing overall project timing and cost.

**CASE STUDIES** – AUSTRALIAN CATHOLIC UNIVERSITY – LIBRARY REFURBISHMENT

PROJECT SIZE - 3,400M2

SCHEDULE - 16 WEEKS

BUDGET - \$9.3M

#### **DELIVERY MODEL** – MANAGING CONTRACTOR

As part of a Master Building Plan and to accommodate for the increased intake of law students at Australian Catholic University (ACU), there was a need to increase the library size, with the law section of the library as the pinnacle of the fitout. A third level was added to the existing library, with study areas, group meeting rooms and break out zones, as well as an internal stair to connect all library levels.

UNIVERSITY OF SYDNEY - FISHER LIBRARY PROJECT SIZE - 18,500M2 SCHEDULE - 12 MONTHS STAGES - 16 BUDGET - \$24.6M DELIVERY MODEL - FIXED LUMP SUM The refurbishment of the Fisher Library comprised rare book collections, interactive learning pods, lift lobbies, AV booth, quiet study spaces, a 24 hour library area, as well as the major services upgrades. Works took place within a live environment and was delivered in 16 stages to ensure the library could continue to operate as normal throughout the process.



## Making A Virtue of the Virtual: But Are We Actually Reading?

#### **HELEN MATICH**

#### Monash University

**Helen Matich** is the Manager, Academic Governance Unit in the Faculty of Business and Economics, Monash University. She has worked in the tertiary sector for 23 years, in a range of roles at both central and faculty level, in universities large and small in New Zealand (Waikato) and Australia (Deakin and Monash). Her roles have encompassed student administration, Academic Board and Council committees, publications, policy, regulations, planning and compliance, and student discipline. She is currently undertaking a Graduate Diploma in Applied Corporate Governance (public sector stream) through the Chartered Secretaries of Australia

Increasingly, committee and meeting papers are provided in soft-copy only, and the form has evolved so that it is no longer possible to just press 'print' to replicate the information presented electronically. The virtues of the system are evident: a streamlined flow of information that facilitates efficient decision-making. But how effective is it? This depends on a number of factors, such as the care taken in preparation and the quality of the inputs, as well as the extent to which committees exercise their traditional role of academic scrutiny and holistic analysis of the information presented.

At Monash, members have adjusted well to the paperless committee environment. In part, this is due to the increased use of mobile devices such as tablets, which have eased the transition from hard to soft copy. But are they making full use of the electronic functionality? Or are they barely reading the information at all?

In the Faculty of Business and Economics (FBE), considerable effort has been made to improve the useability of committee

documentation. The e-agenda is increasingly sophisticated with more embedded features: internal navigation, bookmarks, links to corporate databases and accompanying e-portfolios. Yet, for all the effort made by executive officers to help readers navigate the multiple layers of information, it is still incumbent on the individual to follow the links and drill down to get the complete picture about an issue. In the FBE, this is particularly so for curriculum developments.

In the context of increased research expectations, fewer staff and ever-increasing compliance obligations, all staff are pressed for time. This presentation has arisen from a wish to understand the extent to which individuals engage with the materials and to gauge the depth of the consideration behind matters approved without discussion.

Some breadcrumbs to the possibility that reading is not as deep or widespread as hoped include unnoticed errors, little discussion of issues predicted to be contentious, and decisions later unrecalled. But does this mean that the decision-making role of committees has been compromised by the shifting of information not only off the page and onto the screen, but also into the ether beyond?

Research to date has analysed the differences between paper and screen reading. In converting the information that underpins committee business from its traditional form (agenda and papers) to an interconnected collection of file formats and databases layered behind a document that mirrors the traditional form, have we adapted enough?

By surveying committee members about their reading habits and comparing that with usage analysis of online agendas, a picture is starting to emerge about how the e-agenda is transforming the committee process. This presentation explores the challenges of merging tradition and technology. While focusing primarily on committees, the findings have implications for all in the higher education sector.





### Positive Workplace Change: Enabling a Development Approach to Change for Professional Staff

#### MELISSA ROUGHLEY, SALLY DAVIS, LAURA WARREN

University of New South Wales

The Faculty of Arts and Social Sciences at the University of New South Wales has undergone workplace change (WPC) in several of its units over the past twelve months including the amalgamation of two schools.

As with many change processes the drivers for workplace change were manifold:

- > Financial
- > Seeking efficiencies in resource allocation
- > Meeting student needs
- > Fostering synergies of disciplines across two schools

In managing this change process, the Faculty took a conscious decision to take advice from Industrial Relations, and rather than being driven purely by industrial processes, the Human Resource Manager (HRM) and Faculty General Manager (FGM) worked collaboratively with the Dean, Managers and a facilitator to cultivate a development-focused response to workplace change. Through empowering the team/s undergoing change, the results met the needs of staff and played to their strengths, whilst building efficiency into staff and student processes and support functions.

The WPC communication and consultation processes were purposely designed to be multi-pronged and involved:

- > The HRM and FGM speaking with individual staff members
- > The Dean speaking at staff meetings
- > Change paper distribution
- > Consultation through facilitated focus groups
- > Consultation with professional staff teams
- Communication directly with the Dean, the presiding member of the Faculty as well as an external consultant
- > An online feedback form.
- Feedback from UNSW IR

Feedback on the workplace change proposal included concern for the amount of work that would be generated for professional staff in transitioning to the new school.

The Faculty arranged for an Academic transition group as

well as a Professional staff transition group to be set up to implement change.

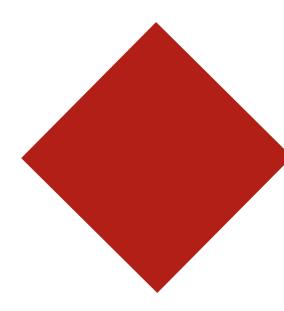
In terms of the professional staff transition group, the process was designed to involve professional staff team members at every step in the process in order to empower them in the redesign of positions and identification of development needs. There was a strong emphasis on team-building and development for which the School and the Faculty are reaping benefits.

The process highlighted key skills of professional staff, under-utilisation of a range of talents, re-alignment of roles, dis-engagement and re-engagement with the Schools and Faculty, a need for and adjustment for greater collaboration within the Schools, and provided groundwork for workplace culture shift.

This was underpinned by consultation to create the 'big message', assessment for change readiness (environmental scan), a strong focus on communication, clear timelines and roles and evaluation of the process.

The key in each WPC process has been to approach the process anew. The environmental, skills and culture scan will often reveal the requirement for an adjusted process in terms of engagement with School management, School professional team/s and Academics. In addition, the learnings from one WPC process have been adjusted and applied to others.

This paper will focus on the steps taken, success and learnings from the way changes have been implemented within and through the professional staff teams affected by WPC.



## CONCURRENT SESSION L

2.40 PM — 3.30 PM

## SESSION

### The Challenges & Benefits of Refurbishing Heritage Buildings for State of the Art Research Laboratories

#### **ROBERT MCADAM, LYNN GREEN**

SKM, Queensland University of Technology

**Robert McAdam** joined SKM-S2F in 2004 bringing experience in a wide range of laboratory, pharmaceutical, educational and defence projects. As Senior Architect, his particular skills cover the briefing design, documentation and administration of major projects.

He is an experienced Project Team Leader of multidisciplinary teams, recently demonstrated on the Queensland University of Technology – Wet Laboratories refurbishment project, the new Charleville Pathology Laboratory for Queensland Health Clinical and Statewide Services, and the School of Veterinary Science for the University of Queensland.

**Lynn Green** qualified as a Quantity Surveyor in 1976 from Queensland Institute of Technology (now QUT) and worked for a number of professional Quantity Surveying practices, building companies and project management organisations until 1995 when he commenced his own practice, providing Development, Project and Construction Management services to the development and construction sectors. Lynn has significant experience on major projects throughout Australia, United States of America and South East Asia.

Lynn commenced with QUT in June 2009 as Associate Director Major Projects and currently has responsibility for Creative Industries Precinct Stage 2 and as QUT representative on the Children's Hospital Academic and Research Facility.

Universities face an increasing pressure to evaluate their existing building stock as to their suitability in locating the ever evolving needs of research and teaching space. They face increased competition to attract and maintain the best research talent, including providing the best environments to facilitate research, teaching and collaboration.

Existing buildings face the challenges of being adaptable to an increased regulatory environment, both in terms of research integrity and occupant safety; and to increasing stringent requirements of laboratory and building code compliance. Universities also face increasing energy consumption costs, to which many research laboratory environments contribute significantly.

New research and teaching environments need to respond to an increased pace of change in research directions and therefore the facilities that house evolving research needs to be flexible and adaptable. The modern generic open plan lab has successfully provided for these trends in recent times, however locating such spaces in existing buildings with suboptimal floor-plate proportions provides additional challenges to achieving visual transparency and optimal adjacency of functions necessary for productive workflows.

The challenges and benefits of refurbishing existing buildings (including heritage listed buildings and precincts) will be demonstrated through the case study of the Wet Laboratories project at the Gardens Point Campus, completed in 2011.

#### **PROJECT OVERVIEW:**

The Wet Laboratories project saw refurbishment and upgrade of the part heritage-listed Wet Laboratories in E, M, & R Blocks at the Gardens Point Campus of QUT. Complete floors were reconfigured to provide modern open and transparent research and analytical laboratories for chemistry and micro-biology (to PC2 level), as an enhancement to and consolidation of QUT's research capacity in the Faculties of Built Environment & Engineering, and Science & Technology.

The design focus for the laboratories and associated writeup and meeting spaces created environments that foster a collaborative research ethos through open planning, transparency and maximising of natural daylight and outlook. The project overcame difficult challenges such as working within the universities Heritage Protocol, tight floor-to-floor heights and the servicing of a compact CBD campus.

Key challenges and opportunities identified and addressed throughout the project include:

- In the early part of the project a study was undertaken to assess the suitability of all possible locations for research and teaching spaces
- Working within QUT's Heritage Protocol for the precinct originally constructed for the Brisbane Central Technical College – E and R Blocks
- Providing modern open and transparent research and analytical laboratories for mico-biology and chemistry – E, M and R Blocks
- > Locating a standalone Insectary within a heritage precinct



- Creating semi-airtight construction within existing heritage listed fabric (eg maintaining existing timber double hung windows) – E, M and R Blocks
- Servicing to significant numbers of fume cupboards within tight floor to floor heights – M Block
- Daylight penetration within tight floor to floor heights R Block and M Block
- Innovative strategies for the efficient running of Fume cupboards – E and M Blocks
- Achieving fire compartmentation within heritage buildings
   E and R Blocks
- Limitations on plant room space on floor and on roof. E, M and R Blocks
- Extending and reinforcing the cultural heritage of chemistry education and research within E Block



### Overcoming the Electric Charge Technologies & Schemes for Reducing Electricity Costs & Carbon Emissions in a Changing Market Place

#### NICK BAMFORD

#### Aecom

**Nick Bamford** graduated from Melbourne University with a First Class Honours degree in Mechanical Engineering. After starting his career working for building services consultancy Max Fordham in London from 2004, in 2008 Nick returned to Melbourne and commenced work for AECOM.

Nick has worked primarily on institutional projects having involvement specifically in the area of central plant and trigeneration. Recent work has involved review roles on a number of Greener Government Building Scheme Energy Performance Contracts.

Other key projects include lead mechanical engineer on RMIT's Swanston Academic Building and the UTS Chau Chak Wing Building.

Over the past two financial years the tertiary education sector would have witnessed unprecedented increases in operating costs as a result of the rise in electrical tariffs. These increases, due to distribution and transmission costs, as well as introduction of the Carbon Tax, have seen electrical tariffs rise well above nominal inflation rates. These changes in electrical costs have radically altered the feasibility of a number of existing technologies, including co/ trigeneration and thermal storage, as well as a range of new technologies around thermal and electrical energy storage and distributed generation.

Proposed changes to legislation aimed at improving Demand Side Participation to reduce network charges may provide new opportunities for utility cost mitigation and further alter the financial benefit of existing technologies.

With past and foreseeable changes to tariff structures, regulation and available technologies; how do tertiary education institutions make informed decisions on strategies for cost and carbon reduction?

This presentation will provide an insight into the current electrical market and how existing and future changes will alter the feasibility of energy storage, onsite generation and other initiatives for reductions in energy consumption and carbon emissions. Initiatives include both capital works as well as opportunities for changes in how electricity is contracted through review of Time of Use (ToU) contracts, Critical Peak Pricing or Negotiated Demand Management.

The presentation will review the benefits behind consolidation and renewal of existing and aging plant and infrastructure, challenging the adage of 'if it ain't broke don't fix it'.

The discussion will also focus on technologies and schemes which target utility consumption for reductions in both energy costs and carbon emissions. Schemes discussed will include Energy Performance Contracting (EPCs) and considerations for their uptake.

The presentation will be supported by case studies around Energy Performance Contracts in the tertiary education sector as well as recent feasibility studies into onsite generation, central plant upgrades and thermal energy storage.

### SESSION 3

### Case Study: Development of a Policy Evaluation Framework for the University of Tasmania Casual Teaching Staff Policy

BRIGID FREEMAN, DR JO-ANNE KELDER, DR NATALIE BROWN

University of Melbourne, University of Tasmania

**Brigid Freeman** is a Research Fellow with the Centre for the Study of Higher Education, Melbourne Graduate School of Education, University of Melbourne. Brigid has a Masters of Education Policy (International) from the University of Melbourne, and is undertaking a Doctor of Philosophy with Professor Simon Marginson at the University of Melbourne on university strategy, policy and governance within the context of Commonwealth higher education policy reform.

The Commonwealth government's Higher Education Standards Framework (Threshold Standards) 2011 and Provider Registration Standards require higher education institutions to demonstrate effective development, implementation and review of institutional policy. While universities have developed comprehensive suites of institutional policy, focused attention is now required on policy implementation evaluation, and policy review. This paper presents a case study of the development of a comprehensive policy evaluation framework for the new University of Tasmania Casual Teaching Staff Policy. Development of the policy evaluation framework represents one component of a broader research project initiated by the Tasmanian Institute for Learning and Teaching (TILT). The broader project involved benchmarking practices against domains established in the RED Report (Percy et al, 2008), the development of the new Casual Teaching Staff Policy, surveying casual teaching staff in 2010 and 2012 and undertaking focus group interviews with casual teaching staff in 2013.

The shape of the policy evaluation framework for the Casual Teaching Staff Policy emerged through the policy development process – involving TILT and University of Tasmania policy stakeholders, and the broader research project – involving TILT and a researcher from the University of Melbourne. The elements of the policy evaluation framework crystallized as the Casual Teaching Staff Policy was approved. The Casual Teaching Staff Policy was developed following benchmarking and research regarding good practices with respect to Australian university casual teaching staff. The core concepts articulated in the RED Report (that is, Recognition, Enhancement, Development) provided organising constructs for the new policy (Recruitment and Employment, Professional Development in Teaching and Learning, Evaluation and Recognition, Integration, Communication). The RED Report domains (Systemic and sustainable policy and practice, Employment and administrative support, Induction and academic management, Career and professional development and Reward and recognition) and University of Tasmania Academic Staff Agreement (2010) guided the development of key policy provisions, and subsequently formed the basis of questions for the survey of casual teaching staff.

The BLASST Project's Sessional Staff Standards Framework (Harvey et al, 2012) built on the RED Report, and provided guiding principles for casual teaching staff (Quality Learning and Teaching, Sessional Staff Support, Sustainability) and the online BLASST Benchmarking Interactive Tool (B-BIT) to evaluate practice against the Sessional Staff Standards Framework (that is, good practice, minimum standard or unsustainable). As such, University of Tasmania casual teaching staff practices – at the department, faculty and institutional level – can be evaluated using the B-BIT tool, and mapped to the Casual Teaching Staff Policy provisions. This paper will discuss the process by which the various elements of the framework were identified, introduced and implemented to support the ongoing evaluation of the Casual Teaching Staff Policy at the University of Tasmania.



## The Digitisation of the Built Environment – BIM and What it Means for Higher Education Facility Management

#### WARRICK STANNUS

A.G. Coombs Group

**Warwick Stannus** has worked both in engineering consulting and contracting and has specialist expertise in the design and delivery of central plant upgrades, data centres and commercial refurbishment projects. In recent years he has focused on the provision of advisory services including due



diligence, maintenance management and ICA services. Through these advisory services he has been involved in a number of Australia's leading Green Star Educational projects developing valuable experience in best practice sustainable design and project delivery for the tertiary sector. Over the last four years he has also been heavily involved with the AMCA's BIM-MEP AUS initiative taking a lead role in the development of BIM modelling standards and workflows to support best practice design, construction and FM.

Building Information Modelling (BIM), effectively the digitisation of the built environment, is radically transforming the way we conceive, design and construct new higher education facilities and it is now set to significantly impact how we manage, operate, maintain and modify these facilities.

One of the last global industries to embrace digitisation the building construction industry is undergoing a generational change driven by the capabilities of this technology. In Australia the combination of detailed multi dimensional information models and new approaches to construction mean that we thinking about buildings very differently. Not only are design and construction processes advancing rapidly, improving productivity and safety, the functional design of buildings is set to improve with the technology enabling much better access to the planning process for the facility's ultimate users and operators. The digital model and the resultant data sets also offer facility managers access to powerful information capabilities. Workplace effectiveness and productivity, environmental impacts, maintenance practices, regulatory compliance, operating costs and the ongoing building change process will all be influenced by this quickly evolving information technology.

It is important that facility managers understand Building Information Modelling and what it is capable of. This presentation covers:

How BIM is transforming Australia's building design and construction industry and what this means for facility managers.

Update of current developments on BIM in facility management.

Explanation of what digitisation is making possible for facility management and the need for industry engagement to drive the future of this technology.



## Making Music in Research Intensive Universities

#### DAVID MALONE

University of Tasmania

**David Malone** is a Senior Executive Officer at the University of Tasmania and a graduate of the Master of Tertiary Education Management at the LH Martin Institute. His interests are in change management, quality assurance and marketing. David also holds a research Master of Music degree from the University of Tasmania, where he coordinated the Classical and Contemporary Guitar programs at the Tasmanian Conservatorium of Music. His solo CD recording on the Tall Poppies label, entitled Fretsongs, was awarded five stars by Limelight Magazine and recognised with an AMC/APRA award for its contribution to Australian music

Funding, prestige and the demand for courses by students will increasingly depend on the quality and volume of a university's research. Excellence in Research Australia (ERA) is an initiative of the Federal Government introduced in 2009 to independently assess research quality in Australian universities. Ranking systems that compare universities internationally with an emphasis on research quality and influence have also recently gained in prominence. The uncapping of undergraduate places, the availability of research metrics and the pressure for universities to improve their rankings are likely to have both a direct and indirect impact on the income available to universities and the internal distribution of resources.

This presentation reports on a study designed to find out what effect, if any, the introduction of ERA assessments and other pressures have had on the strategic direction that three Heads of Music have set for their music schools.

The study explored several questions including:

Whether these academic managers felt that there was an incompatibility between the research aims of their Universities and their own objectives for their schools? If so, how was this resolved?

Whether they sought to formally balance staff outputs such as performance, composition and scholarly writing in musicology, given their different nature as research outputs? Whether the requirements to report against research outputs influenced their plans regarding the hiring of academic staff?

Whether they had changed or considered changes to undergraduate courses to better align them with progress to Honours and Higher Degrees by Research?

Although there was considerable uncertainty about the role of music performance and composition in the University sector following the Dawkins reforms of the 1980s, this study shows that the Heads of School interviewed do not share many of the concerns expressed at the time and typically consider those viewpoints outdated. The requirements of ERA assessments were viewed positively by the Heads of School interviewed and they felt they had aided their endeavours to promote an active research culture within their schools. The relatively recent growth in the number of PhD programs that recognise musical performance in the context of research and the achievement of a critical mass of research trained staff within music schools are two factors that have contributed to a more optimistic attitude from the Heads of School for the future of practical music making within research oriented universities.



### Making a Difference – Engaging University Staff & Students in the Local Community KATRINA ROBINSON

#### University of Wollongong

**Katrina Robinson** is an Organisational Development Consultant in Professional and Organisational Development Services (PODS) team at the University of Wollongong. She has built a rewarding career contributing her skills in diverse organisations both as an external consultant and staff member. She is passionate about developing enriched work environments where staff can enjoy their work and realise their true potential.

Impact@UOW is an innovative leadership program that capitalises on the uniquely-placed ability of the university sector to unite teams of staff and students in engaging with local community organisations.





Inspired by an overseas visit to the University of British Columbia, the Impact@UOW Program has been conducted at the University of Wollongong for two years, with some surprising and rewarding results. It was initially designed to address a development gap among administrative staff who wanted to develop practical rather than theoretical leadership and project management capability to advance their careers. However, it also became apparent that many staff were seeking real opportunities to engage with students in a deeper way, as well as opportunities to contribute to the community.

The Professional and Organisational Development Services team (affectionately known as PODS) has collaborated with the Centre for Student Engagement (CSE) to achieve a highly valued program – one that enriches and develops staff while at the same time offering students opportunities to connect with the community and develop valuable competencies for the world of work.

This presentation will provide an overview of the Program, and explore some of the interesting community projects that have been undertaken through Impact@UOW, such as: the job search support program for local refugee teenagers; the well-being day for carers of mentally ill family members; the trivia night that raised close to \$20,000; and, the vacation care project with a cultural diversity theme.

It will also discuss some of the challenges and learnings in implementing a program like Impact@UOW, such as how to retain volunteer student teams through an entire semester, and how to support the staff project leaders in juggling the competing challenges of managing the student project teams while delivering on their usual work commitments.



## **POSTER** PRESENTATIONS



# POSTER 1 Sustainable Transnational Education VICKI DREWE

VICKI DREWE

University of Newcastle in Singapore

**Vicki Drewe** is Academic Registrar at the University of Newcastle, Singapore and has over 10 years of experience working in senior administrative positions within higher education. During this period, Vicki has held several positions including Faculty Manager and Director, Student Administration at the University of Newcastle campus in Australia.

The University of Newcastle, Australia has been involved in delivery of its degree programs in Singapore for 12 years, operating under a contract with a private educational institution, PSB Academy. Initially, this international partnership commitment was small with most teaching undertaken by fly in fly out staff from Australia, teaching into part time Engineering degrees only. All associated administrative work was handled at the University's main Australian campus in Newcastle. In 2006, the University signed a further ten year agreement with PSB to significantly increase the joint operation and deliver a range of full and part time degrees. The University decided to establish a physical presence in Singapore and formed a company, UON Singapore Pte Ltd to manage these expanded operations. The past 7 years has seen the appointment of a Pro Vice Chancellor, an Academic Registrar, as well as a number of full time academic and professional staff. The poster will highlight the importance of partner choice in sustainable transnational education (TNE) projects including consideration of corporate factors such as connectivity to relevant government ministries, past ethical behaviour and ownership, operational and commercial factors such as quality of teaching facilities, physical location and staffing profile, as well as shared empathy in education. The University's experience in Singapore points to the importance of legal agreements in underpinning TNE partnerships. While behavioral norms between the parties are important for managing day to day operations, contractual provisions heavily influence these operating norms and determine the parameters of partnership success. Hence, the importance of ensuring that contracts are as complete as the parties can contemplate but which also provide mechanisms for resolving unforeseeable

events. Some specific challenges that the University of Newcastle has faced with contracts will be outlined. Other contractual priorities and considerations include regulatory compliance with home and host countries for TNE ventures and ensuring clarity over intellectual property rights. It is also wise for Universities to carefully consider the legal structure they deploy to operate the TNE venture, since this has a strong bearing on risk management, taxation, finance and human resource management concerns.

#### **POSTER 2**

### Individualised Timetabling to Facilitate Organisational Standardisation and Planning in Obstetrics and Gynaecology in a MBBS degree

#### JENNY DEURA, JODIE DOUGLAS, TRACY METCALFE, ASSOCIATE PROFESSOR CHRIS GEORGIOU

University of Wollongong, Illwarra Health Medical Research Institute, Wollongong Hospital

The University of Wollongong's Graduate School of Medicine (GSM) was established in 2007 and offers a four year graduate entry Bachelor of Medicine Bachelor of Surgery (MBBS) degree. The first intake of students graduated in December 2010.

The MBBS curriculum consists of four phases with a significant clinical focus throughout the programme. This is achieved by delivering an outcomes-focussed, clinically-guided curriculum that is complemented by clinical skills centre learning experiences. Core to this is a series of hospital-based rotations in the various core specialities (Phase 2), including Medicine, Surgery, Psychiatry, Paediatrics and Obstetrics and Gynaecology (O&G).

The delivery of such an integrated training programme involves a large number of individuals and facilities that require careful orchestration in order to provide medical students with a seamless rotation. Consequently, the administration of such programmes involves processes which minimises disruption and repetition of the mundane, while being able to provide flexibility in order to absorb occasional unexpected events.

The O&G component of the MBBS course at the University of Wollongong is one such example incorporating a varied

## POSTER PRESENTATIONS

number of individuals and institutions. There are three hospital sites that are used for O&G clinical experiences and training. Geographically these sites are more than 100km away from each other and each hospital has different strengths with respect to teaching and clinical case provision for the students. Local private facilities in each area are used to support hospital based teaching including: ultrasound services, private hospitals and private consultant rooms. Therefore, each component of the MBBS course has its own series of administrative processes and occasional challenges, including capacity planning, awareness of student clinical exposure throughout the rotation, maximising opportunities at each site and sharing the limited resources with nursing/ midwifery students.

Each year approximately 80 students rotate across these three hospital sites, involving seven rotations of five weeks duration. There are therefore, between 4-6 students at each hospital site during any given rotation. In addition, students are required to attend systematic lectures and clinical skills throughout the year. Web based modules are available to support the knowledge base expected in these rotations.

In this paper we will describe our experience in developing an individualised timetable based system to facilitate equal clinical opportunities for GSM students across the various hospital sites whilst retaining flexibility to manage the unexpected challenges that arise. This includes the development of a comprehensive rotation guide incorporating a matrix based system which facilitates placement of students.

#### POSTER 3

## Supporting staff in their digital development: The Centre for Learning and Teaching at AUT University

PAM WYSE

#### AUT University

**Pam Wyse** is the Centre Manager for the Centre for Learning and Teaching at AUT University. Pam has an extensive background in office administration with the last 19 years in the tertiary education sector. Over the years the role of the staff development unit has changed with restructuring and now has a focus on Learning and Teaching as opposed to overall staff development. Pam is responsible for the general administration of the Centre and also the management of grant funding for a large number of projects. She is passionate about ensuring the Centre provides a high level of service to staff and also about making the Centre a good environment for colleagues to work in and for others to visit.

By the end of 2012 over 800 iPads had been issued to staff at AUT University – both academic and general. This roll-out was supported by the Centre for Learning and Teaching (CfLAT) in a number of ways with a LATENT (Learning and Teaching Enabled by Technology) strategy. In August 2011 every staff member in CfLAT was issued with an iPad and supported to develop their own research project examining the use of the device in their specific context.

The poster will provide an overview of the LATENT approach and details of specific projects carried out in 2012. These include the Learning and Teaching Development Fund (LTDF) that supported 26 projects in different Faculties, and developing a team of students to act as Teaching and Teaching Technology Enablers (LATTEs) to provide support for departments and individual staff members.

The LATTE team provided scheduled tutorials for groups and the provision of regular drop-in and one-on-one support sessions where staff were encouraged to bring along any mobile devices – iPads, iPhones, iPods, Macbooks. Each drop-in session was recorded (LATTE job log) and in excess of 300 individual sessions over a seven month period led to the creation of a list of "frequently asked questions". Identified themes have enabled the development of a range of resources which will be released as iBooks and will be updated as apps and iOS changes occur. With more iPads being rolled out in 2013 new projects are being formed and communities of practice encouraged.

The CfLAT LATENT strategy has been acknowledged by Apple Australia with a request for access to the LATTE resources and an invitation for a staff member to deliver a keynote detailing his experience with the LTDF projects. Some of these projects are being expanded with further funding and mentoring in 2013 as part of the University's goal of developing skilled and innovative lecturers, providing students with an enriched and rewarding experience, and ensuring AUT graduates are digitally fluent.

In my role as Centre Manager I focussed on "iPads for Administrators". My journey was challenging but rewarding as I moved from minute-taking using shorthand to recording meetings and typing minutes on the iPad, trialling different methods until I found my preferred apps. I found how useful the iPad can be when travelling overseas – for keeping in touch with the office by email, editing and sharing documents – staying productive anywhere.

This poster will address the staff experience of a large institutional roll-out, with a particular focus on my journey as an administrative manager.

#### **POSTER 4**

### iPads for Professional Staff – Just Another Work Tool?

#### SHELLEY TASELE, LIZ BISHARA

#### AUT University

**Shelley Tasele's** role is to manage technology needs, resources, infrastructure projects, processes, systems and administrative staff within the Resources team across the Faculty of Business and Law. The Technology and Resources Manager also acts as the building manager of all locations that house the Faculty of Business and Law functions (staff, student, teaching, & research).

#### **Liz Bishara's** role encompasses operational and human resource management, administration within the Faculty, facilitates administrative best practice and leads and coordinates processes and systems for the Faculty.

The Faculty of Business and Law encompasses the AUT Business School and AUT Law School and combined they have approximately 6,500 EFTS. Prior to 2012 the Faculty had issued a small number of iPads to a select group of senior management staff (both Academic and Allied) to promote innovation within the ICT landscape. Following the recruitment of a Faculty Technology and Resources Manager, the Faculty invited all permanent staff – both Academic and Allied equally received the opportunity, to be allocated an iPad.

This step-change was unexpected, exciting and created a momentum amongst the team to integrate current practice and working in a mobile environment. As the boundaries between the office and home became blurred, the deployment of new technologies has supported the Faculty in realising potential through productivity gains, engagement and team building. This Poster Presentation will focus on what this meant to the allied staff community within the Faculty:

#### WHY DID THEY WANT ONE?

- > What justifications did staff include in their requests?
- The uptake of allied staff requesting an iPad and subsequent provision of device

#### HOW WAS DEPLOYMENT MANAGED?

- > What governance was required?
- What training was made available to support the deployment of this new technology?
- > Accessories needed (and not needed)
- > Should constraints on how to use be in place?

## WHAT WASN'T KNOWN THEN, THAT WAS LEARNT ALONG THE WAY?

- Integration with other devices (when they do and when they don't)
- > Constant upgrades

#### HOW IS IT BEING USED TODAY?

- > Apps which ones work and which ones don't
- > Having fun with your iPad
- Home and work achieving more balance and the impact on staff groups
- > Sustainable practice

#### WHAT DOES THE FUTURE HOLD?

- > Does the device shift the practice OR does the practice fit the device?
- > Removing barriers that still exist today

### 

POSTER PRESENTATIONS

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