

TEMC 2011

Riding the Waves



Gold Coast Convention
& Exhibition Centre
Gold Coast Queensland
14 – 17 August 2011
www.temc.org.au

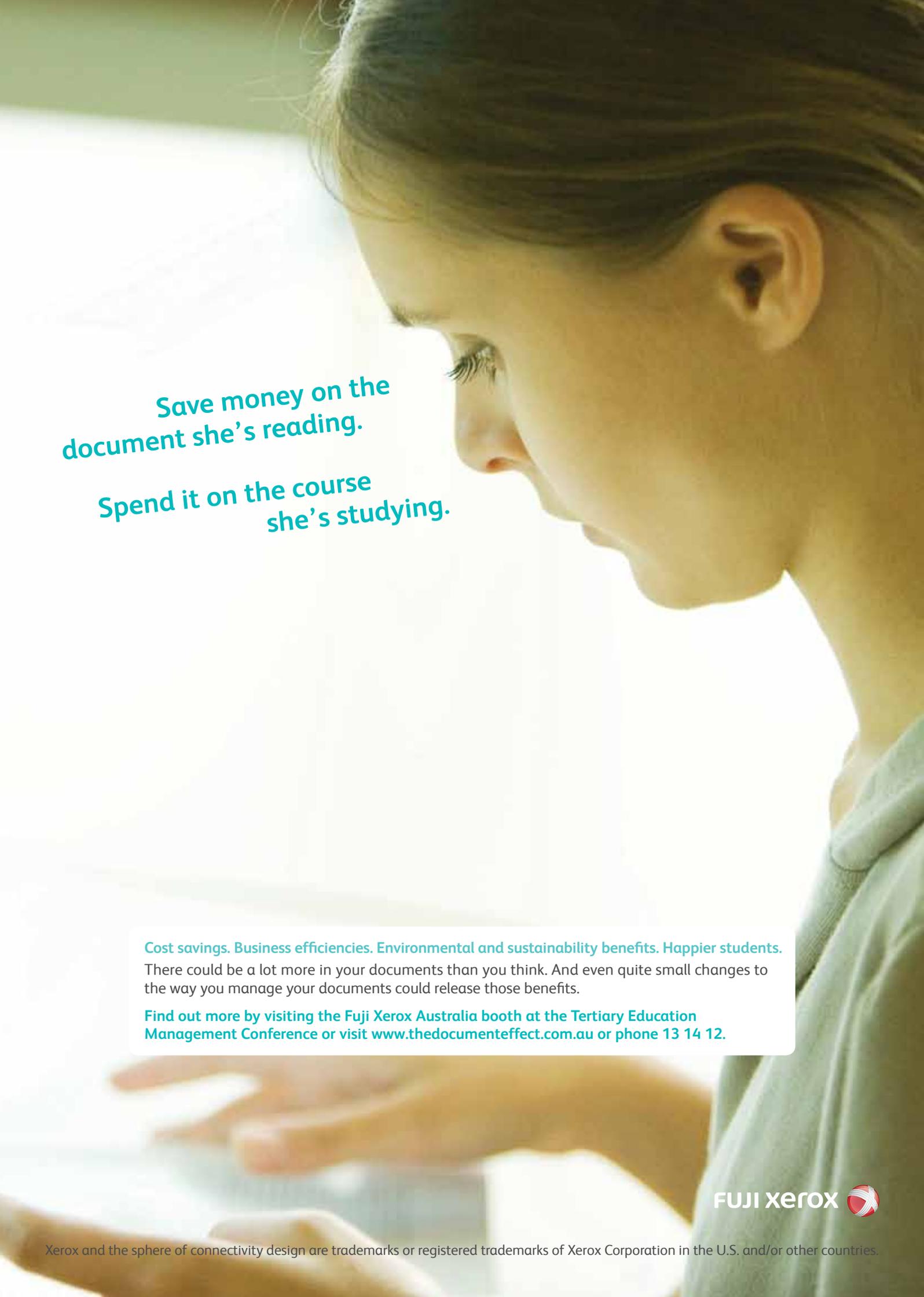


Association for Tertiary
Education Management



Conference Handbook





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Welcome

Welcome to Queensland, the Gold Coast and to TEMC 2011. The conference theme **Riding the Waves** and the supporting themes: challenge, change, support, routine and serendipity encapsulate our glorious location and the higher education environment in which we work.

TEMC is a joint venture of the Association for Tertiary Education Management (ATEM) and the Tertiary Education Facilities Management Association (TEFMA). The conference organising committee see TEMC as more than the sum of these contributing parts. The delivery of services in higher education requires linkages and collaboration across professions and organisational units. We encourage you to attend sessions beyond your work domain and to speak to the stranger sitting beside you! If you have time, you might like to dip your toes in the water at Kurrawa Beach or take in the sights and sounds of the Gold Coast.

We will be interested in your feedback: regular attendees will notice program changes which we hope will improve and enhance the conference.

We are particularly pleased that all speakers have agreed to forgo the usual gifts and in turn the monies will be invested in The Smith Family's Learning for Life scholarship program – a lasting legacy for TEMC on the Gold Coast.

I thank you for choosing to attend TEMC 2011. I trust you will take this opportunity to check in, to skill up, to share your experiences and listen to stories and in doing so find the program both stimulating and enjoyable.



Bruce McCallum

Director
Student Business Services
Queensland University of Technology (QUT)



2011 TEMC Organising Committee

Bruce McCallum

Director
Student Business Services
Queensland University of Technology

Andrew Frowd

Director
Facilities Management
Queensland University of Technology

Nicola Collier-Jackson

Director
Campus Life
Griffith University

Padric Kerr

Building Services Manager
University of Queensland

John Swinton

Associate Director
Organisation Development
Griffith University

Conference Managers

Leishman Associates

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Web: www.temc.org.au



Welcome from ATEM & TEFMA Presidents

We are delighted to welcome you to the 2011 TEM Conference – **Riding the Waves**. Our Sector is experiencing great change and we are a key component in the way our institutions develop into the future. Innovation, the unrelenting speed of technological advancements, workplace changes, skills shortages and the ‘local to global’ issue of sustainability are impacting on our daily lives.

In 2011, both ATEM and TEFMA are seeking to remind their members of the importance and relevance of their professional association.

ATEM is moving to be on the crest of a new wave with a professional secretariat, new head office at the University of Sydney and new attitude which sees it commenting more on the issues of the day, submitting more papers to government on important issues and encouraging an increase in membership and participation in its professional development activities. It also wants to be seen at all university campuses, polytechnics, Wanangas, TAFE’s and private providers in New Zealand and Australia. Given the importance of training and education, ATEM sees the promotion of best practice in these organisations as nation building issues.

TEFMA continues to navigate its way as the pre-eminent organisation for the promotion and support of excellence in the management and development of the facilities portfolio in the Australasian tertiary education sector. The catalyst of 15 years of Benchmarking places the Association in a unique position, with a direct invitation having been received to contribute to the Australian Higher Education Base Funding Review. TEFMA is working to ensure that the TEFMA definitions are the standard for all sector based infrastructure reporting. This year TEFMA has engaged a new professional secretariat and continues to deliver successful specialist workshops, as well as online media that focuses on the changing role of facilities management. These professional development opportunities are assisting facilities managers in universities, colleges and other educational institutions in the Asia-Pacific region to ride the waves in the planning, construction, maintenance, operations and administration of educational facilities.

This year, the TEMC has surpassed the 2010 record in regards to sponsorship, which augurs well for our Associations. We warmly acknowledge the support of all our sponsors and the continued support to our event, which is going from strength to strength. The ‘repeat business’ is outstanding, and we see this growing given the value for money propositions we provide to our existing, and potential sponsors. It is important that we all engage with our sponsors, visit their booths, and see what they have to offer in making our jobs back at our institutions a little bit easier.

On behalf of ATEM and TEFMA, we would like to thank the Conference Organising Committee and Leishman Associates for their commitment and dedication getting this event together over the past two years. This is all voluntary work by the Committee members, have met on a monthly basis to steer us towards what will be a fantastic Conference. Again we have a full program of interesting papers, keynote speakers and new for the TEM Conference, an industry panel focusing on tertiary education into 2020.

We trust you will enjoy your time on the beautiful Gold Coast and find the 2011 TEM Conference professionally rewarding.



Dominic Marafioti
TEFMA President



Stephen Weller
ATEM President

Association Information



Association for Tertiary
Education Management

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 1,400 individual members and 62 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.

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



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. 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 positive change.

TEFMA has some 1000 members representing 88 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.

FOR FURTHER INFORMATION ABOUT JOINING ATEM OR TEFMA, PLEASE SEE THE CONFERENCE REGISTRATION DESK.

ATEM BREAKFAST & MEMBERS FORUM (members only)

**Tuesday 16 August
0700 - 0900
Central Room A
Gold Coast Convention and Exhibition Centre**

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TEFMA BREAKFAST & AGM (members only)

**Tuesday 16 August
0700 - 0900
Meeting Room 7 & 8
Gold Coast Convention and Exhibition Centre**

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Leadership at work

School of Medicine – University of Western Sydney



John Gollings



Science and Engineering Building – Griffith Uni



Steve Rendoulis

City of Playford Aquadome



John Gollings

John Curtin School of Medical Research – Stage 2, ANU

Welcome to Hindmarsh, a diverse, multidisciplinary group of companies with offices in Adelaide, Brisbane, Canberra, Darwin and Sydney. A leader in property and construction, Hindmarsh is building the communities of tomorrow.

For over 30 years, Hindmarsh has focused on creating high quality buildings which enhance urban living and working environments to maximise our clients' return on investment.

Hindmarsh is committed to providing exceptional service to its clients, 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.

Hindmarsh has completed many landmark buildings across Australia, with total project value exceeding \$1 billion. A leader in delivering special purpose institutional facilities, Hindmarsh is currently working on over \$600m worth of special projects across Australia, including College of Science at Australian National University (\$240m) and South Australian Health and Medical Research Institute (SAHMRI) (\$200m).

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 have been 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 \$160 for the Conference Dinner. Check with staff at the Registration Desk to enquire if tickets are still available.

BANKING

There are ATM facilities located throughout the Gold Coast Convention and Exhibition Centre foyer. For guests staying at Jupiter's there are several ATM's located throughout the hotel also.

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 meetings.

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

ATEM	RED
TEFMA	ORANGE
KEYNOTE SPEAKER	GREEN
DELEGATE	BLUE
SPONSOR	PINK
EXHIBITOR	DARK BLUE
ORGANISING COMMITTEE	YELLOW
CONFERENCE MANAGER	PURPLE
MONDAY DELEGATE	WHITE TAG WITH RED
TUESDAY DELEGATE	WHITE TAG WITH BLUE
WEDNESDAY DELEGATE	WHITE TAG WITH GREEN

DINNER SEATING

Seating and table allocation for both the TEMC Dinner on Wednesday 17 August (included in full registration) and the TEFMA Dinner on Monday 15 August 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 and will be taken down at the end of lunch on Wednesday 17th.

All delegates registered 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 and will be taken down at the end of lunch on Monday.

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.

MESSAGES

Messages can be left on the message board located near the registration desk. Please check this board regularly as no responsibility can be taken to deliver messages personally.

MOBILE PHONES

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

REGISTRATION DESK

The Registration Desk is located in the Gold Coast Convention and Exhibition Centre foyer. 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 14 August	1200 - 1730
Monday 15 August	0700 - 1700
Tuesday 16 August	0645 - 1700
Wednesday 17 August	0800 - 1700

REVITALISE & INVIGORATE LOUNGE

Sponsored by



The Revitalise & Invigorate Lounge provides delegates with a much needed place to relax and unwind within the busy time that is the TEM Conference.

The Lounge will incorporate relaxing shoulder and hand massages, along with gentle morning exercise specifically designed to promote and stimulate the health and wellbeing of conference delegates.

The lounge will be located in the trade exhibition area. Massages will be available during all refreshment breaks throughout the conference. Each massage is up to 10minutes per person.

Tai Chi will be held Monday and Wednesday morning for one hour from 0700. Delegates wishing to participate in Tai Chi are asked to meet at the conference registration desk at 0650.

SMOKING

The Gold Coast Convention and Exhibition Centre and the other conference venues are non smoking venues. However, guests are allowed to smoke outside in designated areas.

SPEAKERS AND SPEAKERS

PREPARATION ROOM

All speakers should present themselves to the Speakers Preparation Room, located on level one, Meeting Room 1 at the Gold Coast Convention and Exhibition Centre at least four hours before their scheduled presentation time, to upload their presentation.

Speakers are requested to assemble in their session room five minutes before the commencement of their session, to meet with their session chair and to familiarize 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 hour's. There will be facilities to test and modify your presentation as required.

SPECIAL DIETS

All catering venues have been advised of any special diet preferences that you have indicated on your registration form. Please indicate this to the staff at each venue and 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.

TEMC 2011 EXHIBITORS DRAW

This year the conference will again be running and exhibitors draw. This year delegates will be required to visit the trade exhibitors to find out a secret word which will then be used to form a small piece of text. Once the puzzle has been solved entries can be placed in the entry box at the registration desk.

If you are finding it hard to catch a couple of exhibitors the Leishman Associates staff will be happy to help you out with three cheat words only. The prize draw will take place at afternoon refreshments on Wednesday. All entries must be received before this time.



THE SMITH FAMILY

TEMC 2011 along with ATEM & TEFMA are proud to be supporting the Smith Family. For 2011 session and keynote speakers will not receive a gift. Instead a donation will be made on their behalf to the Smith Family.

The Smith Family is a national, independent children's charity committed to helping disadvantaged

Australian children by unlocking opportunities through education and learning.

TSF has been assisting disadvantaged Australians since five businessmen founded the organisation in 1922. Over the past 87 years TSF has grown from what was first a professional welfare-based organisation to a pro-active social enterprise focused on unlocking opportunities through education, for financially disadvantaged Australian children and their families.

Australia's future depends on increasing our human and social capital, as well as our productivity.

Today, TSF is making a significant investment in this future and has made a commitment to grow the number of students in Australia. Growth of the program is only restricted by funding, the support of TEMC 2011 will play a pivotal role in assisting TSF to achieve this goal.

DISCLAIMER

The 2011 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
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Conference Opening



PROFESSOR IAN O'CONNOR

**Vice Chancellor and President
Griffith University**

Professor Ian O'Connor became the Vice Chancellor and President of Griffith University in January 2005. Professor O'Connor joined Griffith University as the Deputy Vice Chancellor (Teaching

and Learning) in July 2002.

As Deputy Vice Chancellor (Teaching and Learning), Professor O'Connor was responsible for all aspects of teaching and learning policy, academic planning, programming, academic staff development, strategic planning and quality, academic staff policy and industrial matters. He chaired the Academic Committee and was a member of the Teaching and Learning Excellence Committee and Internationalisation Committee.

Professor O'Connor completed the degrees of Bachelor of Social Work and Doctor of Philosophy from The University of Queensland. He joined the Department of Social Work and Social Policy at The University of Queensland in 1984 rising to become Professor and Head of School in 1995. Professor O'Connor was elected Deputy President (2000) and later President (2001) of the Academic Board, a position he held until moving to Griffith.

During his academic career Professor O'Connor has held visiting fellowships at the United Nations and Asia Far East Institute, Corpus Christi College, Cambridge University and Hong Kong Polytechnic University.

Professor O'Connor's research interests are in the area of juvenile justice and child welfare and the future directions of social work and the human services. His most recent books are *Social Work and Welfare Practice* (fourth edition with Jill Wilson and Deborah Setterlund, 2003) and *Contemporary Perspectives on Social Work and the Human Services: Challenges and Change* (co-edited with Jeni Warburton and Paul Smyth, 2000).

Professor O'Connor has served as a consultant to, or as a member of, various Government and non-Government bodies. Most recently he was Chair of the Ministerial Committee Monitoring the Implementation of Recommendations of the Forde Inquiry into the Abuse of Children in Institutions.

Professor O'Connor is currently a board member of the Queensland Theatre Company, the Australian Universities Quality Agency and the Australian Learning and Teaching Council.

Keynote Speaker



RUSSEL HOWCROFT

**Group CEO Australia
and New Zealand
Y&R Brands**

Keynote Session Sponsored by



Y&R (Young & Rubicam) Brands is a global collaborative network comprising some of the most powerful brands in marketing communications, www.yrbrands.com

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Globally, Young & Rubicam Brands delivers diverse and effective communications programmes to more than 750 clients. Locally Y&R Brands partner with companies across a broad spectrum of marketing sectors including such names as - Westpac, Telstra, Microsoft, Ford, McDonalds, Cadbury-Schweppes, Kelloggs, Target, Arnotts, AFL, Bonds, Caltex and Dymocks.

Russel is a permanent panel member of Andrew Denton's ABC TV show "The Gruen Transfer", which is one of the ABC's highest ever national ratings programs.

Russel is on the board of The Melbourne International Arts Festival and The Melbourne Football Club, He is a founding member of the board of the The Communications Council, which combines the Advertising Federation of Australia, Account Planning Group and the Australasian Promotional Marketing Association, representing 4,500 individuals and 200 agencies and consultancies.

Russel Howcroft has worked in the US, the UK and Australia. He started his own agency, merged it, sold some of it, bought some of it back, merged it again, sold it and then found himself back at the agency brand he loves the most - George Patterson Y&R as ANZ CEO, as well as a member of the Y&R Global Leadership Team.

APPLYING ADVERTISING TO EDUCATION

Education observations from a father of three in a massively changing world. Indeed, in my world - the ad game - we have never seen such change as this. Is education ahead of the curve, or just trying to keep up.

Keynote Speakers



PROFESSOR TREVOR GALE

Chair, Education Policy and Social Justice School of Education, Deakin University



MARY KELLY

Equity Coordinator Queensland University of Technology

Keynote Session Sponsored by

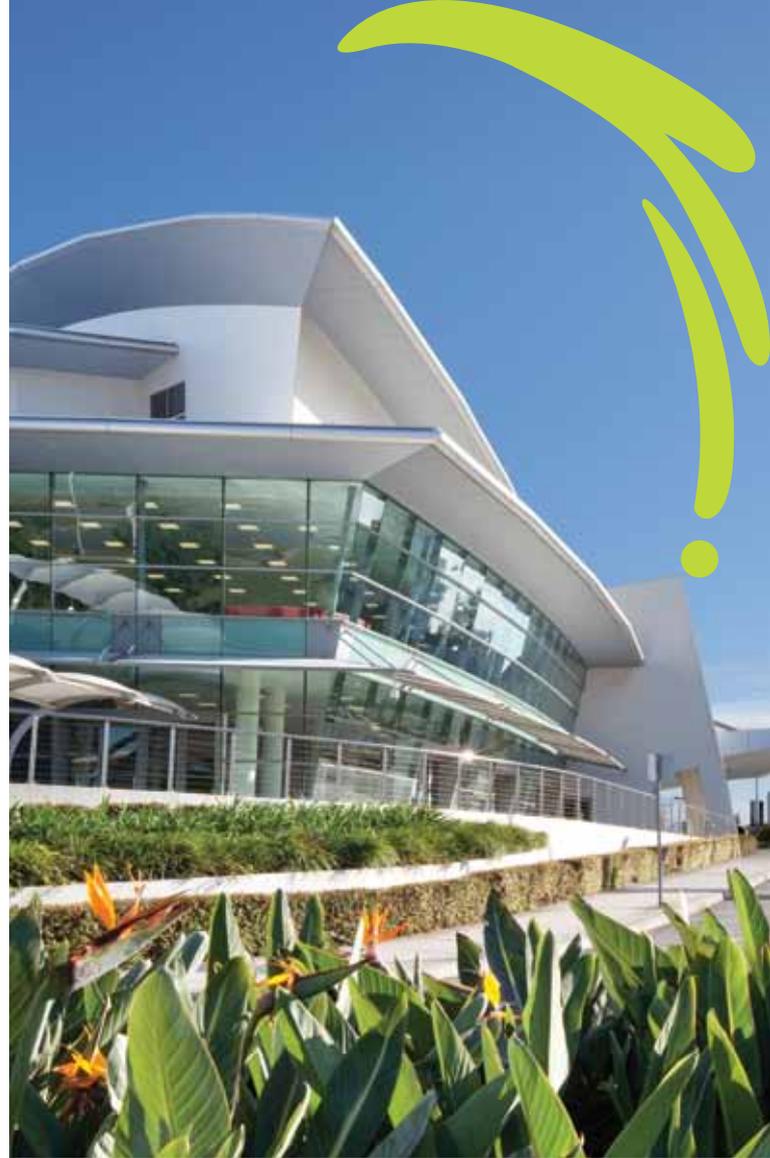


Trevor Gale is Professor of Education and the founding director of the National Centre for Student Equity in Higher Education; an Australian Government funded research centre hosted by the University of South Australia. Previously he was Associate Dean (Research Degrees) in the Faculty of Education, Monash University, where he also taught courses in the sociology of teaching, policy sociology, and qualitative research methodology.

He is a foundation member of the National VET Equity Advisory Council (NVEAC), a member of the National Quality Council (NQC), the founding editor of Critical Studies in Education, and on the editorial panel of the International Journal of Inclusive Education. From 2000 to 2006, Trevor was an executive member of the Australian Association for Research in Education (AARE). As President of AARE in 2005, he led the discipline's early response when Australia's Research Quality Framework (now the ERA) was first mooted.

Trevor is author and co-author of five books and over 100 book chapters, journal articles and conference papers.

Mary Kelly has been Equity Director at QUT for over 10 years following a career in education spanning professional and industrial roles in schooling at both state and national level. She is keen to embed social justice into the daily fabric of university life and sees academic professional partnerships as essential for achieving long term reform.



EXPANDING THE EQUITY AGENDA: THREE CHALLENGES FOR AUSTRALIAN HIGHER EDUCATION

Social inclusion in Australian education has not had much attention for many years, but can the higher education sector deliver the huge increase in low-SES enrolments required by Government? In response to the Australian Government's recent 20/40 targets for higher education, universities are now actively seeking to enroll more and different kinds of Australians, in a context of insufficient student demand to meet the intended supply of places. To encourage and enable institutions to rise to the challenge, the Government has established a new fund – the Higher Education Participation and Partnership Program (HEPPP) – to support university programs and partnerships aimed at expanding equity in Australian higher education. In this presentation, we consider three challenges to this reinvigorated social inclusion agenda: (1) We draw on good practice examples and recent research to examine what effective university (outreach and support) programs and (institutional and professional) partnerships look like. (2) We consider how the impact of these might be tracked, specifically in relation to their contribution to the Government's equity target. (3) And we explore what an expanded equity agenda means for the transmission of knowledge and what knowledge is valued in higher education. Our interest is not just in challenges and barriers but the gains being made in some institutions, and in other countries, and the prospects for success in Australia.

Q&A WITH TWO OF AUSTRALIA'S FINEST OLYMPIANS

Q&A Session Sponsored by



Leadership at work.

Libby Trickett and Sara Carrigan are two of Australia's most recognised Olympians. They are also both tertiary educated with a strong interest in the education sector as a whole.

This Q & A is your chance to hear about their individual journeys to the top of the elite sporting field, as well as their experiences and involvement within the Tertiary Sector.

Sara Carrigan



Australian Professional Cyclist and Olympian

Sara Carrigan is an Australian Professional Cyclist who has enjoyed a successful cycling career of over 13 years, which commenced at the age of fifteen after being identified through a High School Sports Talent Search.

Some of Sara's greatest successes include winning the Gold Medal in the 130 km Road Race at the 2004 Athens Olympics Games, 2006 Melbourne Commonwealth Games medallist, two-time National Champion, World Cup winner, medallist at every Australian Championships from 2001 to 2008, Australian representative at eight World Championships, two Olympic Games (2004 and 2008) and two Commonwealth Games (2002 and 2006), being named Australian Female Road Cyclist of the Year 2002, 2003 and 2004, and receiving the Order of Australia Medal (OAM) in the 2005 Australia Day Honours List.

Sara announced her retirement in December 2008 following her return from the Beijing Olympic Games. After establishing a Cycling School, Sara is now pursuing her ambition to pass on her years of cycling knowledge and experience to help others relish in the simple joys and wonders of riding a bike that she has enjoyed for half her life!



Libby Trickett Australian Professional Swimmer and Olympian

Libby Trickett, formerly known as Libby Lenton has been an avid swimmer since the age of four, she represents Australia in freestyle and butterfly categories in many major tournaments. Coached by Stephan Widmer at the Fortitude

Valley Pool in Brisbane, Libby made her debut at the 10th Fédération Internationale de Natation (FINA) World Aquatics Championship 2003 held in Barcelona, Spain where she won bronze medals in the 50 m freestyle and 4 x 100 m freestyle relay events.

Libby left a lasting impact at the highly coveted Olympics at Athens in 2004, where she won a Gold in the 4 x 100 m freestyle relay and Bronze in 50 m freestyle. In the same year she participated in the 7th FINA Short Course World Championship held at the Conseco Fieldhouse in Indianapolis. For her excellent performance, Libby won Gold in the 100 m freestyle and 4 x 100 m medley relay, two Silvers in the 50 m freestyle and 4 x 200 m freestyle relay, and two Bronze in 50 m freestyle and 4 x 100 m freestyle events.

2005 was a remarkable one for Libby, as she went on to win three Gold medals in the 50 m freestyle, 4 x 100 m relay and 4 x 100 m medley relay and 2 Silver medals in 100 m butterfly and 4 x 100 m freestyle relay at the FINA World Aquatics Championships held in Montreal, Canada.

Libby Trickett made a mark at the 2006 Commonwealth Games held in Melbourne, by winning five Gold medals in the 50 m freestyle, 100 m freestyle, 4 x 100 m freestyle relay, 4 x 200 m freestyle relay, and 4 x 100 m medley events. She also took home two Silver medals in 200 m butterfly and 100 m freestyle. At the 8th FINA World Swimming Championship (25m) held in Shanghai, China, Libby was the title winner of 50 m freestyle, 100 m freestyle, 100 m butterfly, 4 x 200 m freestyle relay, and 4 x 100 m medley relay events.

The 2007 World Aquatics Championship saw a riveting performance by Libby as she walked away with five Gold medals in 50 m freestyle, 100 m freestyle, 100 m butterfly, 4 x 100 m freestyle relay and 4 x 100 m medley relay respectively.

Known as Australia's Golden Girl, Libby Trickett left her mark at the Beijing Olympics; winning two golds in 100 m butterfly and 4 x 100 m medley relay and silver in 100 m freestyle. Confessing her love for the sport, Libby Trickett, who now trains alongside World Champion Leisel Jones, was quoted saying, "I swim for the race. I swim because I love to race fast."



**ADJUNCT PROFESSOR
ALAN PEARS AM**

**Associate Director
RMIT Centre for Design,
Director Sustainable Solutions Pty Ltd**

Keynote Session Sponsored by



Alan Pears has worked in the sustainable energy sector since the mid-1970s, and on climate policy and green building since the late 1980s. He has worked with government, educational institutions, business and community groups. His work spans all sectors of the economy and involves policy analysis and development, program development and implementation, specific projects and public education. He has been a key contributor to development and implementation of many innovative programs including building energy and environmental regulation and rating, appliance energy efficiency labelling and eco-design, industrial energy efficiency improvement and urban planning. He has worked on a number of leading edge projects such as design of the first 6-star dishwasher and the 60L Green Building.

In 2000, Alan was recognised with an award for his lifetime contribution to the sustainable energy industry from the Sustainable Energy Industry Association. He is a recipient of a Centenary Medal and, in 2009, was made a Member of the Order of Australia in recognition of his contribution to climate policy.

Alan teaches part-time at RMIT University in Environment and Planning, and is Associate Director of its Centre for Design. He is also a director of the small consulting business Sustainable Solutions. He is a member of RMIT's peak Sustainability Committee and its Sustainable Infrastructure Committee. He has contributed to five books and many major consultancy reports, papers and research projects.

Alan is very actively engaged with community education and action through his many talks at community events and conferences, his regular policy column in ReNew magazine, media appearances, and as a director of not-for-profit green procurement organisation EcoBuy and the Voluntary Carbon Markets Association. He has recently completed development of an innovative web-based home greenhouse calculator for EPA Victoria.

UNIVERSITIES AND CARBON PRICING – CHALLENGE AND OPPORTUNITY

The likely imminent (and belated) introduction of carbon pricing in Australia will change the landscape for all organisations and individuals. In the absence of efforts to reduce emissions by both universities and their upstream suppliers, costs of all energy, goods, materials and services purchased by universities, their staff and students will increase. This impact will vary with the 'full cycle' carbon footprint of the input.

While the focus of most administrators has been on the expected significant cost increases for fossil fuel based energy, the bulk of the financial impact on services organisations such as universities will be through cost increases in materials, goods and services – unless action is taken to manage the situation. Further, students, who are already struggling financially in many cases, will also suffer potentially significant impacts on their living costs.

At the same time, the impacts of climate change will also be increasing. University cooling costs will increase, buildings and campus infrastructure will need to be upgraded, and plans will be needed for coping with the impacts of extreme events on transport and other infrastructure, and university operations.

Meanwhile, energy prices (and their flow-on costs through the economy) are increasing because of massive investment in expanding and replacing energy supply infrastructure.

The cost of carbon in terms of a university's 'bottom line' is likely to be lower than for many other more carbon intensive organisations – probably less than 1% in the short term. But (ignoring transitional subsidies for high emitters) conventional building costs will be hit harder because of their reliance on greenhouse intensive materials. And carbon prices are expected to increase over time, so cost impacts will also rise unless universities and their suppliers act to cut carbon intensity. However, action to cut emissions through energy and materials efficiency improvement can save much more than the avoided carbon cost. For example, if the carbon price adds 20% to the cost of electricity, each unit of electricity saved avoids six times the carbon cost by avoiding both the carbon cost and the cost of the saved electricity.

There are many educational, research and consulting opportunities associated with introduction of carbon pricing. Indeed, it is a pity that few universities have developed these opportunities to date.

Carbon price response strategies should incorporate a number of elements:

- *Focus on delivering multiple benefits regarding costs and service quality to universities, staff and students, as well as other impacts of climate change and infrastructure provision*
- *Engagement with supply chains including builders and building designers, and suppliers of goods and services*
- *Strong management of energy and transport demand by universities, staff and students*
- *Consideration of high greenhouse impact services used by universities and staff, such as air travel*
- *Consideration of carbon price impacts on students and lower paid staff*
- *Development of educational, research and consulting capabilities to capture emerging opportunities and manage impacts.*



JO DANE

**Senior Consultant,
Education Consulting,
Woods Bagot**

Keynote Session Sponsored by

**WOODS
BAGOT™**

Jo Dane is a designer, educator and researcher with a passion for educational transformation enabled through research-based design practice. She has been studying new generation learning environments for nearly ten years. This period has coincided with a dramatic shift in approaches to higher education learning and teaching, with increasing emphasis on activity-based learning. Jo supports a briefing and design process that begins with an in-depth understanding of teaching and learning theory and aims to increase student engagement through purposeful design of learning environments.

Jo is also senior consultant at Woods Bagot, focusing on strategic briefing and planning of education projects

THE LEARNING LANDSCAPE AND THE LONG NOW

Higher Education is at the precipice of immense change: deregulation of student enrolments, increasing student demand, increasing emphasis on quality teaching AND research, all within the context of ubiquitous mobile and cloud-based technologies that enable real-time connectivity, 24/7.

But how far have we really come in terms of the student learning experience?

If Socrates were teaching today, would the student experience be any different?

In a time when we know more about how students learn than ever before, why does it continue to be acceptable that students sit passively through lectures, and often tutorials? We accept that many students will sit through lectures whiling away the time on Facebook and Twitter: why aren't we doing anything about it? What can be done?

Education theory around student-centred learning provides a very clear picture of what effective student learning should look like. Learning encounters should be active and interactive, enabling teachers to introduce new concepts that can then be discussed, applied and reconstructed by students to demonstrate their understanding.

Paul Ramsden states "the aim of teaching is simple: it is to make student learning possible". In this sense it is what the student does in the learning environment that should be considered more important than what the teacher does. The teacher provides the crucial road map for learning then guides the students along that path. This is not to devalue the role of the teacher, but merely to emphasise the value of the teacher is in their planning of what is to be learned, how it is to be learned, and to evaluate the degree of learning that has occurred – most of which happens outside of the classroom. Purposeful activities conducted in the learning environment will increase the likelihood of students retaining information, understanding key concepts, and taking responsibility for their learning.

Why don't all teachers teach like this?

"The Faculty cannot afford to deliver content any other way."

"I don't have time to change my teaching practice."

"The content I have to deliver prevents me from teaching any other way."

"I can't teach the way I want in the classroom I have been allocated."

"I can't teach interactively to six hundred students."

How do we break the shackles of this industrial age paradigm and catapult effective learning into the 21st Century? How can infrastructure, dynamic timetabling, technology and integrated curricula be designed to support a new learning landscape?

By exploring the theme of time, this presentation will review past, present and future conceptions of student learning, introducing some big ideas for a new 21st Century paradigm. The next generation of learning environments should be designed to give Socrates something to think about.





GRAEME WOOD

Wotif.com

Keynote Session Sponsored by



Graeme Wood revolutionised the travel industry in Australia when in 2000 he created the concept for, and cofounded, Wotif.com

From his simple and innovative idea (and humble beginning operating from a garage), Graeme pioneered Wotif.com's development into a multi-national company, which employs more than 190 people in five offices, spread across the globe. During his seven years at the helm, Wotif.com became one of Australia's most successful and well-known online businesses.

Graeme also rates overseeing Wotif.com's listing on the Australian Stock Exchange in June 2006, as a major career highlight. In October 2007, Graeme retired from his role as CEO and Managing Director of Wotif.com, but continues to play a key strategic role in the company as an Executive Director and also maintains a significant financial interest.

In his new position, Graeme is focused on developing new business concepts and the ongoing promotion of Wotif.com. With a background in information technology, Graeme has more than 30 years' experience in the field of information systems and software development, having worked at NCR and later IBM. His career as an entrepreneur began in the early 1980s with the first of several technology start-ups. Graeme is a graduate of the University of Queensland, with a Bachelor of Economics and Master of Information Systems. He is a frequent speaker at functions, covering topics relevant to the travel industry, as well as entrepreneurship and innovation.

He is an avid yachtsman who placed first in his division in the 2005 Sydney to Hobart Yacht Race. Graeme continues to race competitively. His not-for-profit interests through The Graeme Wood Foundation and the Wot's Next Program support youth development initiatives in the arts, sailing, and conservation.

UNITED WE STAND

Long gone are the glory days of endless government funding for tertiary education. In the disquieting rush for corporate funding into higher education, do we have the moral strength to handle the inevitable conflicts?"



Leaders Panel

The Wave Pool Higher Education 2015 & 2020

Leaders Panel Sponsored by



A select group of university and institute leaders have an unprecedented opportunity to drive the higher education policy and resource environment. They will present their visions for the sector five and ten years on (2015 and 2020) reflecting how these might be achieved through the themes underpinning this conference: challenge, change, support, routine, serendipity. Consensus is not required. The diversity of the sector and visions should be reflected in individual presentations, leading to questioning from the panel and from the audience.

The session will be facilitated by Dr Lawrence Stedman, Principal Policy Advisor at the Queensland University of Technology. Lawrence provides high-level advice to the Vice-Chancellor, particularly on matters relating to State and national government policies. In addition, Lawrence prepares written briefings, draft reports, speeches, media articles, and the Vice-Chancellor's report to Council.

Panel members will include;



PROFESSOR PAUL GREENFIELD
Vice-Chancellor
The University of Queensland

Professor Greenfield was appointed Vice-Chancellor from 1 January 2008 and was Senior Deputy Vice-Chancellor from 2002 to 31 December 2007. Previously he

was Deputy Vice-Chancellor (2001), Deputy Vice-Chancellor (Research) (1997-2000), Executive Dean of the Faculty of Engineering, Physical Sciences and Architecture and Pro-Vice-Chancellor (Physical Sciences and Engineering).

After graduating Bachelor of Engineering, first-class honours in chemical engineering, from the University of New South Wales (UNSW), Professor Greenfield worked in the private sector before completing a PhD at UNSW. He worked at CSIRO before winning a three-year fellowship to the U.S. In 1975, he joined UQ as a lecturer in chemical engineering and a decade later became Head of Department.

In January 2006 Professor Greenfield was made an Officer in the General Division of the Order of Australia for service to science and engineering, particularly through research in the areas of chemical engineering, biotechnology, wastewater and environmental management, and to the tertiary education sector.

Professor Greenfield has extensive experience as a Board Director and is currently a Director on a number of company boards. He has also consulted and worked widely with industry on a range of projects spanning biochemical engineering, wastewater treatment and waste and environmental

management, as well as economic evaluation of projects (particularly in the biotechnology and environmental fields). His interests lie in biotechnology, environmental management and R & D management and commercialisation.



PROFESSOR PETER LEE
Vice-Chancellor
Southern Cross University

Professor Peter Lee has had an academic career spanning close to 30 years, with leadership roles at the University of South Australia, where he was the Deputy Vice-Chancellor and Vice-President (Academic), The University of Queensland, Murdoch University and Curtin University of Technology. Prof Lee took up his appointment as Vice Chancellor to Southern Cross University in September 2009.

He holds a Bachelor of Engineering from the Royal Melbourne Institute of Technology and a PhD from Monash University. From 2004 to 2010 he was named in the top 100 most influential engineers by Engineers Australia and was the recipient of the Australian Government Centenary Medal in 2003, the Institution of Engineers Australia, WA Engineering Excellence Award in 1998 and the Shedden Pacific Prize and Medal for Excellence in Chemical Engineering in 1993.

He is the author of four books and 99 refereed journal papers and has won in excess of \$4.7 million in competitive research grants for universities.

Professor Lee has managed his own consulting company, providing services to government and non-government agencies, including the United Nations Development Organisation.

He is a Fellow of the Australian Academy of Technological Sciences and Engineering; Fellow of the Institution of Chemical Engineers (UK); a Fellow of the Institution of Engineers Australia; a Graduate Member, Australian Institute of Company Directors; and Chartered Professional Engineer.



BRUCE MACKENZIE
Chief Executive Officer
Holmesglen Institute

Bruce Mackenzie has been the Chief Executive of Holmesglen since 1982. In that time, Holmesglen has become one of Australia's pre-eminent tertiary providers with educational programs in secondary, vocational and higher

education. Holmesglen has a range of international consultancies in the Middle East and India, as well as a large international student program.

He was a founding member of TAFE Directors Australia, its Deputy Chair for nine years and Chair in 2010.

Bruce Mackenzie has undertaken national and international consultancies and has spoken at a number of national conferences on tertiary education. He was awarded the Public Service Medal for outstanding services to vocational education in 2005.



The Right Blend

Innovation & Transformation



TEM C

Adelaide Convention Centre
16-19 September 2012
www.temc.org.au

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 conference Registration Desk. Payment will be required at booking.

WELCOME RECEPTION

Sunday 14 August
1745 - 2230

Sponsored by  **campus living
villages**

This is your first opportunity to catch up with friends and network with new colleagues and in 2011 we are doing it a bit different.

Delegates are asked to **assemble at 1745 SHARP** for a 1800 departure from the Gold Coast Convention and Exhibition Centre where you will be taken to a mystery location, for a night of fun and adventure.

Delegates are asked to dress warmly as this event will be held outdoors and it is suggested that ladies wear flat or low heels.

Buses will depart the mystery location for the return journey at 2200 and 2230.

Dress – Smart Casual

CONFERENCE DINNER

Wednesday 17 August
1900 – 0000
Hall 4

Gold Coast Convention and Exhibition Centre

Sponsored by

**WOODS
BAGOT**

WVW WILDE
AND
WOOLLARD

A Tropical Night is the theme for the conference dinner.

Come join us and celebrate a night in paradise. Sit back and relax, in the tropical oasis which is Island TEMC.

Enjoy a cocktail on a sun lounge under the palm trees, write love letters in the sand or simply relax and enjoy the sunset. Dust off your hula skirt and Hawaiian shirt and enjoy the night.

Attendance is included in the cost of a full registration. Additional guests can be booked at a cost of \$160.

Dress – Formal After Five or theme



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spaces for people



Association for Tertiary
Education Management

ATEM Events

ATEM BREAKFAST & MEMBERS FORUM (members only)

Tuesday 16 August

0700 - 0900

Central Room A

Gold Coast Convention and Exhibition Centre

Sponsored by

LH Martin Institute

For Higher Education Leadership and Management

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. ATEM members are encouraged to attend. Attendance is free for ATEM members

Dress – Smart Casual or Informal Business

11th ATEM GHOSTS LUNCH

Wednesday 17 August

1300 - 1500

Fellini at the Marina Mirage

This Italian style restaurant offers fine food and service, using foods selected from around Australia for their compatibility with the Italian approach to cooking.

It and the view it offers combine many of the somewhat over-the-top characteristics of the Gold Coast and its culture. Good wine, too.

Dress – Business



TEFMA Events

TEFMA DINNER

Monday 15 August

1830 - 2230

Shhh; It's a secret

Sponsored by



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

Another mystery location awaits you, a night of magic and surprise for everyone.

TEFMA members - \$35.00.

Accompanying Persons - \$150.00

TEFMA members need to register to attend this function.

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

Dress – After Five

TEFMA BREAKFAST & AGM (members only)

Tuesday 16 August

0700 - 0900

Meeting Room 7 & 8

Gold Coast Convention and Exhibition Centre

Sponsored by



Our People | Your Success

Shake off the early start after the TEFMA Dinner with 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

WE HAVE THE PEOPLE TO MAINTAIN YOUR FACILITIES.

Programmed, through their Property Services and Facility Management divisions, provides the people, tools and expertise to maintain many universities throughout Australia and New Zealand.



Our services include:

- Maintenance painting programmes
- Building works, repairs and trade services
- Electrical works, repairs and maintenance
- Property condition and environmental impact audits
- Ground, Garden and arboreal maintenance
- Signage and way-finding solutions
- Consulting services
- Project management

To discuss how Programmed can assist you to “ride the waves” in the management of your facilities, visit the Programmed booth during TEMC 2011 or Freecall Australia 1800 620 911.

The 2011 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.

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Our suite of offerings includes consulting, imaging, content management, design and outsourcing.

At Fuji Xerox Global Services we work with our customers to deliver efficiencies within their organisation, by improving their document intensive business processes and delivering measurable business results.

Our aim is to help our clients work more efficiently, produce more effective documents, reduce their costs and ultimately, better serve their customers. In fact, our brand promise is we help people do great work.

We have helped many organisations across Australia improve the way they work. Now, how can we help you do great work?

www.fujixerox.com.au/solutions/global

Gold Sponsors

TEMC Welcome Reception Sponsor



As the leading on-campus student accommodation provider in Australia and New Zealand, Campus Living Villages (CLV) has established itself as a leading provider of quality facilities and exciting student communities.

Working with over 50 universities and higher education institutions around the globe, CLV prides itself on developing accommodation solutions specific to the unique character, culture, demographics, location and spirit of every institution it works with.

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

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

TEMC Conference Dinner Sponsor



Woods Bagot is a global architecture practice providing intelligent research and evidence based design solutions.

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

Within the Education Sector, Woods Bagot has worked with the majority of University clients within Australia and increasingly in Asia, the Middle East, the UK and North America.

www.woodsbagot.com



TEMC 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. Long time members and supporters of TEFMA/TEMC we look forward to again supporting this years Conference.

www.wildeandwoollard.com



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Conference Satchel Sponsor

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Architectus brings together the experience of more than 200 leading architects, designers and planners with offices in Auckland, Brisbane, Melbourne, Sydney and Shanghai.

Architectus is built on a platform of complementary skills and shared design philosophies. This enables the practice to consistently deliver intelligent, creative design solutions, notable for their simplicity and performance from Campus Masterplanning stage to the final built environment.

Architectus also has an established track record in delivering projects which integrate environmental initiatives, exceeding our client's performance expectations and also current rating tool benchmarks.

Recent awards include the (AIA) QLD Public Architecture Award, University of Sunshine Coast Chancellery Building.

www.architectus.com.au

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DesignInc is an Australian based design company committed to an integrated approach to Architecture, Interior and Urban Design. We focus on creating quality environments that reconcile natural, social, urban and economic imperatives. At DesignInc, we recognise that design is far more than just the planning of spaces. Our approach endeavours to achieve sustainability and quality design by considering all scales of the built environment.

DesignInc is dedicated to providing the most innovative and relevant educational facilities for any new or existing site. We are constantly responding to the current and future education methodology. Rapid change has been enforced by the advent of information and communication technology, recognition of multiple intelligence and a growing awareness of synergy between disciplines. The requirement to commit to ecological and economic sustainability and life-long learning is transforming our design approach. Combined, these factors are enabling and enforcing exciting and radical developments in the provision of educational facilities.

www.designinc.com.au

TEMC Coffee Lounge Sponsor



Boost the IQ on campus with buildings that are safe, productive and green

Schneider Electric has proven experience in working with higher educational facilities to take advantage of building management solutions that maximise energy efficiency and performance. This leads to a reduction in operating costs and enables the reallocation of saved resources into new programs for students within the same budget.

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 energy and infrastructure, industrial processes, building automation, and data centres/networks, as well as a broad presence in residential applications. Focused on making energy safe, reliable, and efficient, the company's 110,000 plus employees achieved sales of 19.6 billion euros in 2010, through an active commitment to help individuals and organizations "make the most of their energy."

www.schneider-electric.com/buildings

TEMC Internet Café Sponsor



Hindmarsh is a specialist property company with expertise in construction, property development, retirement and parking operations. With a focus on complex special purpose institutional construction projects Hindmarsh has witnessed steady expansion and a continued commitment to high quality, integrity, innovation and teamwork. Hindmarsh has a hands-on approach, and constantly challenge the current orthodoxies, creating innovative solutions in design and construction.

www.hindmarsh.com.au



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The Geutebrück motto: Information is good. The right information is even better.

Best of all is when the right information is always provided at just the right time. Nothing less and nothing else. That's what Geutebrück video security systems deliver and have been delivering for more than 35 years. Intelligent systems, analog, hybrid or digital, that are focused on the customers' needs and not following the latest fashion. Systems that ensure you can concentrate fully on the task at hand, knowing that the video security system is doing its' job.

Our systems are scalable and flexible with high levels of innovation, continuity and stability. All our product generations are fully compatible with one another and today's hardware platforms already support tomorrow's features.

www.geutebruck.com

ATEM Breakfast Sponsor



LH Martin Institute for Higher Education Leadership and Management is the national leadership institute for the tertiary education sector – specialising in postgraduate award programs, executive education, research and consultancy.

Committed to developing the knowledge and skills of current and aspiring leaders of higher education, VET and private institutions, LH Martin Institute provides relevant and practical professional development to ensure personal and organisational goals are achieved. The Institute also provides a forum for public debates about tertiary education policy and practice, playing a key role in the development of the tertiary education sector.

www.lhmartininstitute.edu.au

TEFMA Breakfast Sponsor

MATRIX

Our People | **Your Success**

MATRIX is a respected and experienced Queensland-owned builder, delivering quality projects on time and budget. We have offices in Brisbane, Cairns and Townsville and have been operating throughout Queensland for two decades. We provide superior project management, design and construction services to clients across a range of industry sectors including public works and infrastructure, education, health and aged care, residential and resort facilities.

Our 130-strong team offers superior service beyond final completion. More than just a construction company, Matrix has extensive experience in project and design management, planning, feasibilities, site selection and needs analysis, as well as the delivery of superior built products. Matrix also has strong capability, local knowledge and capacity to deliver projects in regional areas and islands off the Australian coast.

Our commitment to excellence in project delivery and client services has resulted in widespread industry recognition. Matrix has won more than 40 Queensland Master Builders' Association Awards, in a variety of categories. In 2008, our work on the Niecon Group's luxury apartment development Reflection Tower Two was recognised with the QMBA's State Project of the Year Award.

Matrix has always contributed a percentage of our annual profits to charitable organisations, for research and other worthwhile purposes. In addition to financial contributions, we have developed outstanding relationships with organisations such as the Cancer Council Queensland, Hear & Say and Make a Wish Foundation. Our Gala Ball and other 2008 fundraising activities raised over \$250,000, including \$100,000 for Cancer Council Queensland which has been provided to the Mater Medical Research Institute for cancer research.

www.matrix.com.au

Bronze Sponsors

Revitalise and Invigorate



Cockram Construction is an established national builder of repute, which has for decades delivered leading edge construction projects for the tertiary education sector across Australia. These have ranged from advanced research laboratories to new learning centres to sporting facilities or heritage refurbishments. Cockram's showcase of tertiary education sector projects is an impressive catalogue of achievement over many years, with many repeat clients being a testimony to Cockram's standards of delivery and service quality.

Formerly known as Hooker Cockram Projects, our business modernised its name and branding and from January 2011 became known simply as Cockram Construction. Now celebrating its 150th year of continuous operation, the company is financially sound, project ready, highly stable and committed to building its relationships with tertiary institutions across the nation.

www.cockram.com

Panel Discussion Sponsor

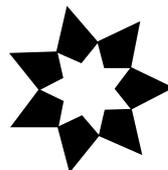


Capital Insight is an independent service provider. We are leaders in the planning and delivery of high profile, small to large scale, complex projects and programs of work predominantly in the social infrastructure sector, including Tertiary Education and Research.

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.

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Keynote Speaker Sponsor



Callista SMS is now the core operating system for over a quarter of Australia's higher education institutions and is in daily use by several hundred thousand students and the many thousands of academic and administrative staff who support them.

Callista's technical architecture is based on the robust and secure Oracle platform and incorporates leading edge Oracle technologies. Callista SMS has a multi-tier architecture consisting of database server, application server and web browser client.

Callista works exclusively within the Australian tertiary education sector and offers a wide range of Professional Services including implementation services for our Callista product range

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Keynote Speaker Sponsor



Woods Bagot is a global architecture practice providing intelligent research and evidence based design solutions.

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Keynote Speaker Sponsor



Leadership at work.

Hindmarsh is a multidisciplinary group of companies with offices in Adelaide, Brisbane, Canberra, Darwin, and Sydney. A leader in construction, development and property, Hindmarsh draws upon this expertise to deliver specialist services in retirement, parking operations and capital management. Hindmarsh has a hands-on approach, and constantly challenge the current orthodoxies, creating innovative solutions in design and construction.

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Keynote Speaker Sponsor



Hutchinson Builders is one of Australia's largest privately-owned building and construction companies with offices throughout Australia.

Established in Brisbane in 1912 the company has built its reputation upon the cornerstones of collaboration, commitment, excellence and integrity.

With more than 950 full-time employees (170 of whom are apprentices or cadets) Hutchinson Builders is a construction company with a family culture, a strong balance sheet, a non-adversarial disposition, and a conservative and strategic management team. Above all we have an esprit de corps that is the envy of many competitors.

Projects undertaken by the company include a full suite of both building typologies and scales extending across all market sectors ranging from major city high-rise apartments and office towers to demountable structures and minor works packages in rural, remote and regional Australia. We are a big builder focussed on the small things that matter to our clients.

www.hutchinsonbuilders.com.au

Keynote Speaker Sponsor



Lyons is one of Australia's most recognised architectural design firms specialising in the briefing, design and documentation of major university, research and vocational training facilities.

Lyons was established in 1995 and has grown to over 85 in-house professional staff, lead by its five Directors, Corbett Lyon, Cameron Lyon, Carey Lyon, Neil Appleton and Adrian Stanic.

Lyons is based in Melbourne with a national capability, and is currently undertaking major projects in all states of Australia. Current and recent projects by Lyons include the new Colleges of Science at the Australian National University (\$240 million), the new Swanston Academic Building for RMIT University (\$220 million), and the Central TAFE redevelopment in Perth (\$53 million).

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Day Refreshment Break Sponsor
– Monday



Reliable Controls is a designer/manufacture and worldwide distributor of Internet-connected building controllers that are easy to use, competitively priced, and utilize ASHRAE's BACnet protocol. These award-winning building controllers are complemented by a robust suite of Windows and Web-based software applications.

Our dynamic team develops innovative and dependable building control systems that help empower building operators to be environmentally responsible while remaining financially sound. We take great care in evaluating and implementing new technologies, and have earned a sterling reputation for outstanding customer service.

Reliable Controls® was founded in 1986 in Surrey, British Columbia, Canada. Today, our corporate headquarters are located in Victoria, British Columbia with sales support in Calgary, Toronto, Philadelphia, San Francisco, Columbus, Melbourne, Shanghai, and Beijing.

www.reliablecontrols.com.au

Day Refreshment Break Sponsor
– Tuesday

Brookfield

Brookfield Multiplex Services is part of the global property business, Brookfield Asset Management. We provide a full range of integrated property management services.

Our market coverage includes Infrastructure (including education facilities), Commercial

Property and Residential.

Our services include:

- Facilities Management Services - management of Hard and Soft FM services, 24 hour helpdesk, asset management planning and advice, facility compliance and environmental sustainability
- Project Management Services - management of capital works projects up to \$50m value
- Real Estate Services - property, transaction and financial management services

www.brookfieldmultiplex.com

Day Refreshment Break Sponsor
– Wednesday



ICAD Consultants Pty Ltd provide consulting services in the design, development and management of information technology systems to the facility management industry.

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

TEMC Media Partner

CAMPUS REVIEW

Campus Review is Australia's only dedicated higher education publication written for the sector by an independent voice. As the only newspaper in Australia committed to reporting higher education and vocational education and training issues, Campus Review's news and analysis is unrivalled. Campus Review is a must-read for the most influential decision makers in the tertiary education sector.

It is read by thousands of readers and published online every Monday. The readers are senior decision makers in Universities, TAFES and private colleges around Australia working in a variety of roles such as Vice Chancellors, Deans, Professors, Lecturers, Human Resource Managers and administrators.

www.campusreview.com.au



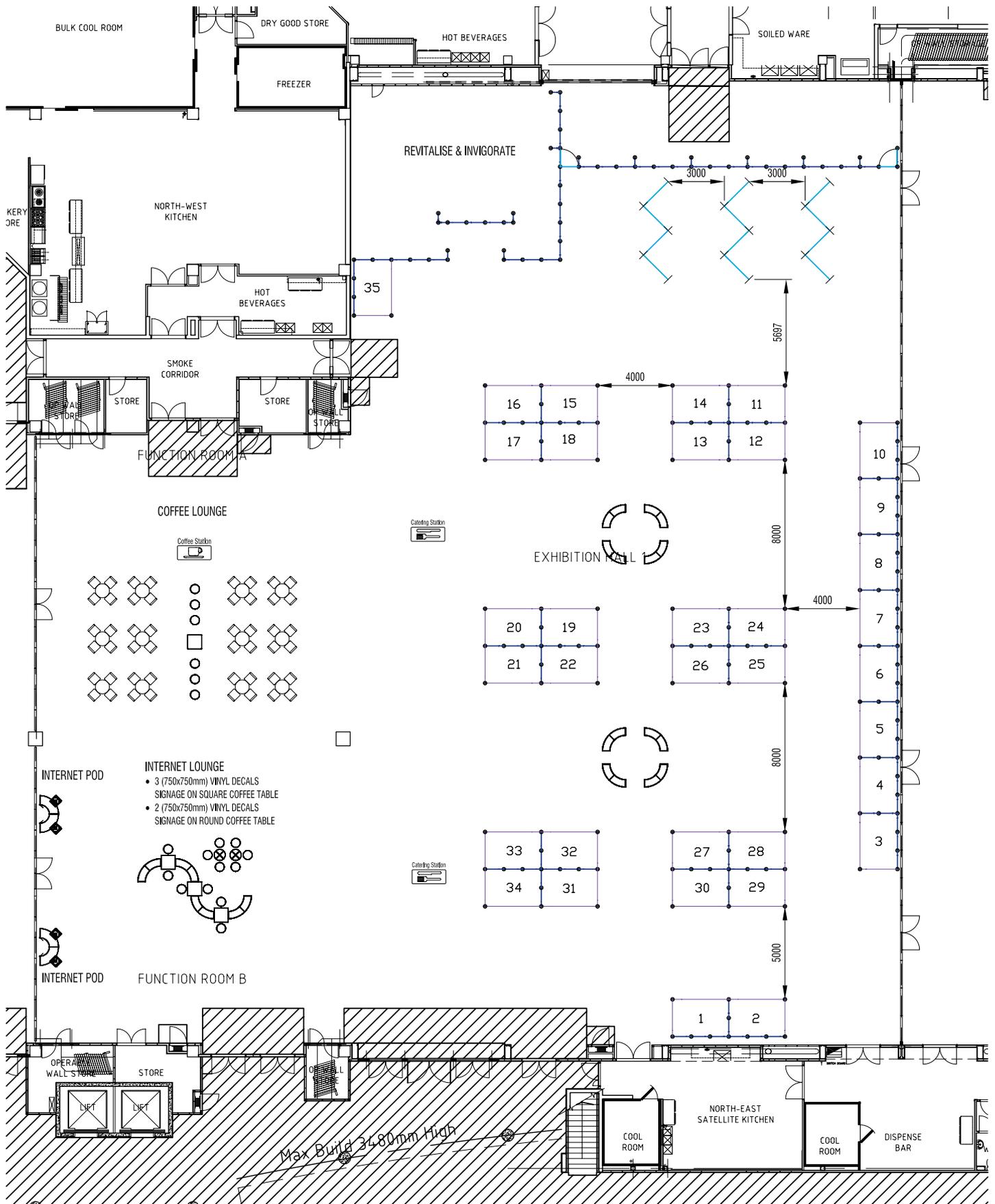
INNOVATIVE DESIGN & QUALITY CONSTRUCTION SINCE 1912

With offices from Cairns to Hobart, Sydney to Perth and the Bowen Basin to the Pilbara, and a commitment to learning (almost 200 of our 1000 employees are apprentices or cadets), Hutchinson Builders continues to set new benchmarks in design and construction.



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Trade Exhibition Floor Plan



Trade Booth 1

Architectus

Architectus brings together the experience of more than 200 leading architects, designers and planners with offices in Auckland, Brisbane, Melbourne, Sydney and Shanghai.

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Architectus also has an established track record in delivering projects which integrate environmental initiatives, exceeding our client's performance expectations and also current rating tool benchmarks.

Recent awards include the (AIA) QLD Public Architecture Award, University of Sunshine Coast Chancellery Building.

www.architectus.com.au

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Trade Booth 2

ICAD Consultants

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Trade Booth 3 & 4

Profurn Commercial

Profurn Commercial Pty Ltd is a fully owned Australian company specialising in public seating for educational institutions. Our supply network extends to every major city and regional town throughout Australia, and we have a team of highly skilled project managers and installers to make sure that every project is carefully managed from start to finish.

Our in house R&D ensures that our products are designed to the highest standards, to meet the demanding environments of tertiary education.

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Our products include the following:

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- Multi Purpose Auditorium Seating
- Automatic Retractable Seating Systems
- Beam Seating for Breakout and Waiting Areas
- Recycling & Life Cycle Systems

www.profurn.com.au

PROFURN



Trade Booth 5

DesignInc

DesignInc is an Australian based design company committed to an integrated approach to Architecture, Interior and Urban Design. We focus on creating quality environments that reconcile natural, social, urban and economic imperatives. At DesignInc, we recognise that design is far more than just the planning of spaces. Our approach endeavours to achieve sustainability and quality design by considering all scales of the built environment.

DesignInc is dedicated to providing the most innovative and relevant educational facilities for any new or existing site. We are constantly responding to the current and future education methodology. Rapid change has been enforced by the advent of information and communication technology, recognition of multiple intelligence and a growing awareness of synergy between disciplines. The requirement to commit to ecological and economic sustainability and life-long learning is transforming our design approach. Combined, these factors are enabling and enforcing exciting and radical developments in the provision of educational facilities.

www.designinc.com.au

DesignInc



Trade Booth 6

Matrix

MATRIX is a respected and experienced Queensland-owned builder, delivering quality projects on time and budget. We have offices in Brisbane, Cairns and Townsville and have been operating throughout Queensland for two decades. We provide superior project management, design and construction services to clients across a range of industry sectors including public works and infrastructure, education, health and aged care, residential and resort facilities.

Our 130-strong team offers superior service beyond final completion. More than just a construction company, Matrix has extensive experience in project and design management, planning, feasibilities, site selection and needs analysis, as well as the delivery of superior built products. Matrix also has strong capability, local knowledge and capacity to deliver projects in regional areas and islands off the Australian coast.

Our commitment to excellence in project delivery and client services has resulted in widespread industry recognition. Matrix has won more than 40 Queensland Master Builders' Association Awards, in a variety of categories. In 2008, our work on the Niecon Group's luxury apartment development Reflection Tower Two was recognised with the QMBA's State Project of the Year Award.

Matrix has always contributed a percentage of our annual profits to charitable organisations, for research and other worthwhile purposes. In addition to financial contributions, we have developed outstanding relationships with organisations such as the Cancer Council Queensland, Hear & Say and Make a Wish Foundation. Our Gala Ball and other 2008 fundraising activities raised over \$250,000, including \$100,000 for Cancer Council Queensland which has been provided to the Mater Medical Research Institute for cancer research.

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MATRIX

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Trade Booth 7

Programmed Group

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Trade Booth 8

Routledge

Routledge is the world-renowned Humanities, Arts and Social Sciences imprint of Taylor & Francis, a leading international publisher of academic books & journals since 1798. Routledge/Taylor & Francis has over 20 offices worldwide, including Melbourne, with a list of more than 60 Australasian-edited journals published on behalf of learned societies & institutions. Under our Routledge imprint we publish across the spectrum of Humanities, Arts and Social Sciences, including the Journal of Higher Education Policy and Management.

www.routledge.com



Trade Booth 9

Ashburner Francis

Opus and Ashburner Francis work in partnership to provide total facility asset management advisory services. We pride ourselves on assisting owners of building assets to maximise the function of their facilities, to understand the inherent risks, and to minimise their whole of life costs. Our integrated team of engineering and architectural professionals, complemented with experienced practitioners from trade backgrounds, covers all aspects of an asset life-cycle. We provide a broad range of services from strategic development to operational practices.

We have developed a strong reputation by delivering value to educational institutions within Australia and New Zealand. This work has included inventory development, condition surveys, energy efficiency audits, physical work schedules, functionality audits, and valuations.

www.ashburnerfrancis.com.au / www.opus.com.au

Ashburner consulting
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Trade Booth 10

Aqua Bubblers

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Trade Booth 11 & 14

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C A M A T I C

Trade Booth 12

Campus Review

Campus Review is Australia's only dedicated higher education publication written for the sector by an independent voice. As the only newspaper in Australia committed to reporting higher education and vocational education and training issues, Campus Review's news and analysis is unrivalled. Campus Review is a must-read for the most influential decision makers in the tertiary education sector.

It is read by thousands of readers and published online every Monday. The readers are senior decision makers in Universities, TAFES and private colleges around Australia working in a variety of roles such as Vice Chancellors, Deans, Professors, Lecturers, Human Resource Managers and administrators.

www.campusreview.com.au

CAMPUS REVIEW

Trade Booth 13

AMX

AMX hardware and software solutions simplify the way people interact with technology. With the increasing number of technologies and operating platforms at work and home, AMX solves the complexity of managing this technology with reliable, consistent and scalable systems. Our award-winning products span control and automation, switching, distributed audio and video, and technology management. They are implemented worldwide in conference rooms, homes, classrooms, network operation / command centers, hotels, entertainment venues, broadcast facilities, among others.

www.amxaustralia.com.au

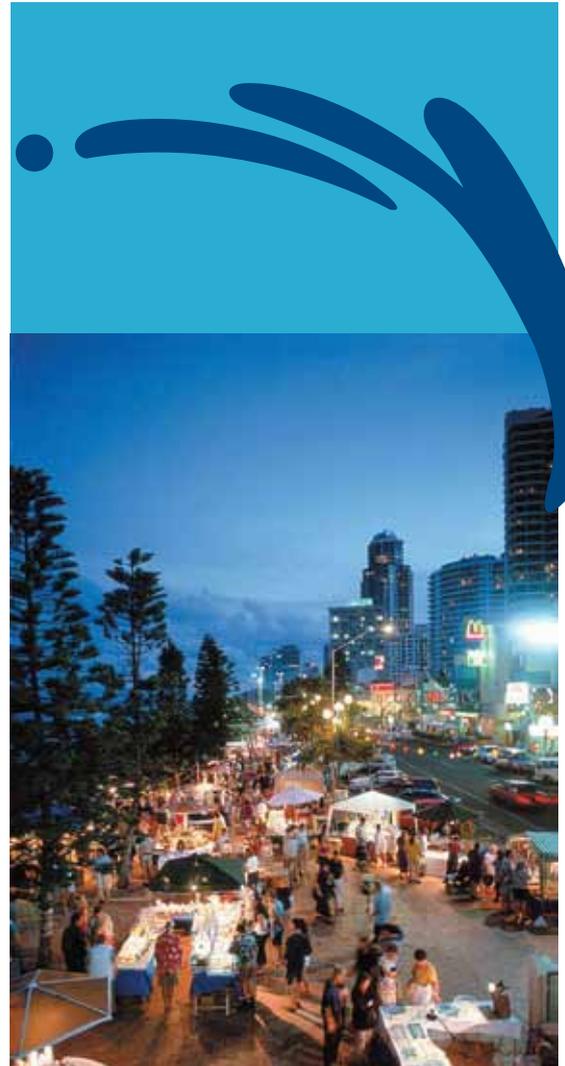


Trade Booth 15

S1 Consulting & CARBONcontrol

S1 Consulting and Sky Software's CARBONcontrol provide and implement an end-to-end environmental compliance solution for energy, carbon and water allowing Universities to continuously track, monitor and manage their carbon, water and energy usage, including facilities, fleet and travel. We can help you account for your costs and usage; establish strategies and targets for carbon emissions, energy and water reduction; track progress in real time; and present a balance sheet to demonstrate improvements and progress towards targets. This web-based solution provides automated data import, integration with information systems and smart-meters, and automated reporting compliant to ISO, NGERs & GHG protocols and international standards.

www.s1consulting.com.au / www.carboncontrol.com.au



Trade Booth 16

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Trade Booth 17

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Established in Australia over 15 years ago, Alerton is one of the largest suppliers of Energy Management Solutions, Building Automation and Security Systems in the country.

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AUSTRALIA

Trade Booth 18

Omnilink

OMNILINK implements a Facilities & Property Mapping System for education institutions. Campus property and services records are often fragmented – usually a collection of different project files and in many formats / scales . With AssetWhere™ we discover, collate and consolidate property records into a map based system that is easy to use and available to multiple users. OMNILINK further extends this capability with advanced asset register and facilities management functions.

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OMNILINK
LINKING PEOPLE AND INFORMATION

Trade Booth 19

FM Innovations

FM Innovations®, an Australian company based in Melbourne, is the specialist in integrated FM software. Operating for over 13 years, the key to their success is the unique business approach of designing and customising a suite of modular software which can be standalone or fully integrated to offer clients a total FM software solution. Simple to use and painless to maintain. The WSMenterprise® suite of software is flexible and adaptable, cost effective to implement and painless to migrate. Within just a few months, clients can expect their corporate objectives to be addressed, and their ROI reached.

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Trade Booth 20 & 21

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www.fujixerox.com.au/solutions/global



Trade Booth 22

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C O R P O R A T I O N

Trade Booth 24

Cyon

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We have a successful and proven track record in managing complex University Timetabling / Scheduling implementations in the Australasian region.

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www.scientia.com



Trade Booth 25

Integrated Facility Management

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Our portfolio includes Universities, Schools, Hospitals, Aged Care & Health Facilities, Correctional Facilities, Utilities, Local Councils, Resource Companies, and Corporations with Asset portfolios.

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Trade Booth 26

Hutchinson Builders

Hutchinson Builders is one of Australia's largest privately-owned building and construction companies with offices throughout Australia.

Established in Brisbane in 1912 the company has built its reputation upon the cornerstones of collaboration, commitment, excellence and integrity.

With more than 950 full-time employees (170 of whom are apprentices or cadets) Hutchinson Builders is a construction company with a family culture, a strong balance sheet, a non-adversarial disposition, and a conservative and strategic management team. Above all we have an esprit de corps that is the envy of many competitors.

Projects undertaken by the company include a full suite of both building typologies and scales extending across all market sectors ranging from major city high-rise apartments and office towers to demountable structures and minor works packages in rural, remote and regional Australia. We are a big builder focussed on the small things that matter to our clients.

www.hutchinsonbuilders.com.au

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Trade Booth 27

BEIMS

BEIMS is Australia's premier facilities management software solution for universities throughout Australasia. Developed specifically for the maintenance of buildings and assets, BEIMS allows facility managers to reduce costs, improve service levels and manage their facilities effectively.

BEIMS FM software allows you to:

- Improve workflow
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www.beims.com



Trade Booth 28

Reliable Controls

Reliable Controls is a designer/manufacturer and worldwide distributor of Internet-connected building controllers that are easy to use, competitively priced, and utilize ASHRAE's BACnet protocol. These award-winning building controllers are complimented by a robust suite of Windows and Web-based software applications.

Our dynamic team develops innovative and dependable building control systems that help empower building operators to be environmentally responsible while remaining financially sound. We take great care in evaluating and implementing new technologies, and have earned a sterling reputation for outstanding customer service.

Reliable Controls® was founded in 1986 in Surrey, British Columbia, Canada. Today, our corporate headquarters are located in Victoria, British Columbia with sales support in Calgary, Toronto, Philadelphia, San Francisco, Columbus, Melbourne, Shanghai, and Beijing.

www.reliablecontrols.com.au



Trade Booth 29

Salto Systems

Salto Systems is trusted by many of the world's leading tertiary institutions to secure campus facilities and halls of residence using the innovative Salto Virtual Network (SVN), which brings together for the first time a fully integrated solution comprising on-line and off-line components. The Salto locksets and electronic cylinders are easy to install on new & existing doors and are the perfect solution for controlling access to areas where cabling is either impractical or cost prohibitive. With strategically located hotspots, on-key audit trails can be collected providing dynamic feedback on where and when people have tried to access doors.

www.saltosystems.com / www.wirelesslocks.net



Trade Booth 30

Elmo Learning

ELMO Learning delivers a comprehensive online solution for inducting and managing contractors.

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Trade Booth 31

Ecobright

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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Trade Booth 32

HG Sports Turf

HG Sports Turf Pty Ltd is involved in the design and construction sports fields and supplies both natural turf and artificial turf to the sports field market. HG Sports Turf has supplied its turf to high profile events including the 2000 Sydney Olympic Games, the 2003 Rugby World Cup, and the 2006 Melbourne Commonwealth Games (MCG). HG Sports Turf recently designed and constructed two Desso Ambition® artificial turf football pitches for the Australian National University. Desso Ambition® is ideal for tertiary institutions (multi-sport including Soccer, Rugby, AFL, Cricket and Hockey). Please visit us at booth number 31 or log onto our website .

www.hgsportsturf.com.au



Trade Booth 33 & 34

Campus Living Villages

Campus Living Villages (CLV) works with over 50 universities in Australia, New Zealand and the United States to deliver unique student accommodation solutions. We recognise that every institution has different needs and issues to address. Our philosophy of working in partnership with universities allows us to tailor-make solutions to meet your requirements.

As the leading student accommodation provider in Australia and New Zealand, our designs focus on creating student communities that promote safety, are conducive to academic endeavours and are environmentally sustainable, ensuring cost effective operations over the life of the asset.

Our strong focus on student support and creating communities ensures the living environments we develop are exciting, safe, and supportive and enhance the on-campus experience. We provide the place for students to live, learn and grow.

www.campuslivingvillages.com



Trade Booth 35

Cockram Construction

Cockram Construction is an established national builder of repute, which has for decades delivered leading edge construction projects for the tertiary education sector across Australia. These have ranged from advanced research laboratories to new learning centres to sporting facilities or heritage refurbishments. Cockram's showcase of tertiary education sector projects is an impressive catalogue of achievement over many years, with many repeat clients a testimony to Cockram's standards of delivery and service quality.

Formerly known as Hooker Cockram Projects, our business modernised its name and branding and from January 2011 became known simply as Cockram Construction. Now celebrating its 150th year of continuous operation, the company is financially sound, project ready, highly stable and committed to building its relationships with tertiary institutions across the nation.

www.cockram.com



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Source Separation Systems provide high quality resource recovery systems and solutions for the waste management industry.

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Paul Morgan Architects has emerged as one of Australia's most innovative architectural practices, specialising in educational design for universities and technical colleges.

PMA's team takes a strategic and expressive approach, creating innovative projects for ambitious clients. Our experience includes Green Star rated buildings, acoustic environments, trade workshops, computer laboratories and flexible learning spaces that embrace and inspire end users.

PMA has been published extensively worldwide. In 2007 Cape Schanck House won the RAI A Robin Boyd Award for Residential Architecture and was one of twenty projects nominated globally for the biennial Zumtobel Award for outstanding sustainable contributions to architecture and humanity.

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CONCURRENT SESSION A

Monday 15 August 2011

1125 – 1215

SESSION 1

DON'T WORRY, IT WILL NEVER HAPPEN

Mr Chris Hawker, Mr Peter Molony

University of Canterbury

At 4:35 am on September 4th 2010 the rupture of the previously unrecognized Greendale strike-slip fault beneath the Canterbury Plains of New Zealand's South Island produced a Mw 7.1 earthquake which caused widespread damage throughout the region. Incredibly, no deaths occurred and only two serious injuries were reported despite the epicentre lying only ~40 km west of the city of Christchurch (pop. ~386,000). The rupture released an estimated 648 kilotons of energy and the strong ground motion led to some building collapses, widespread non-structural damage and extensive liquefaction with an estimated loss of US\$3-4.5 billion. Several thousand aftershocks followed the initial earthquake, some of significant magnitude but on February 22nd an Mw 6.3 earthquake occurred which changed the face of the City of Christchurch.

Following both events, the University of Canterbury was substantially affected but largely due to the preparedness planning and training which had been undertaken over the preceding four years the University responded well to a major critical incident which had had a significant effect on the campus.

This paper is presented in two parts.

The first part will be presented by Chris Hawker, UC's Facilities and Operational Services Manager who, as a component of his portfolio of responsibilities is jointly tasked with developing and maintaining the University's emergency response capabilities. During both recent critical incidents, Chris fulfilled the role of Primary Incident Controller and led the Incident Management Team (IMT) over a combed period of eight weeks. Chris will discuss the issues faced by the University in the immediate response phase of both incidents and how the University addressed the critical issues over the subsequent weeks which, after the February earthquake, saw the University commence teaching in multiple alternative venues, including large marquees erected on two car parks.

The second part will be presented by Peter Molony, UC's Recovery Manager who during the immediate response to both events fulfils the role of Planning and Intelligence Manager within the Incident Management Team and who following the stand down of the IMT, assumed the role of Recovery Manager. Peter will discuss how the transition from response to recovery was managed, what the key business continuity issues facing the University were immediately after the event and how the recovery is progressing to date. Peter will also discuss how these events have changed risk perceptions at the University and what steps have been taken to further improve the institution's resilience for any future event.

SESSION 2

HIDDEN ENERGY SAVING OPPORTUNITIES IN TERTIARY EDUCATION BUILDINGS

Mr James Wewer

Slattery Australia

The challenge and importance of reducing greenhouse gas emissions are widely accepted in the battle against climate change. Improving the energy efficiency of existing building stock has been well documented as one of the most cost effective methods to achieve significant reductions. The tertiary education sector is positioned at the forefront in terms of research and development as well as creating exemplar projects to showcase the potential for energy efficient buildings.

This presentation reports the findings of an energy improvement opportunities review of an eleven storey education building belonging to a major tertiary education provider in Victoria, Australia. A number of energy improvement projects had already taken place following a major energy audit in 2006. These projects focussed on efficiency of mechanical and electrical equipment and achieved an actual reduction of approximately 25% in building greenhouse gas emissions. The outcome is impressive; however energy saving opportunities that could potentially achieve an additional 50% saving in building greenhouse gas emissions has been identified in the current study through a variety of projects ranging from façade improvement to updating the cleaner's operation protocol.

These results highlight the need to review the broader issues outside of the efficiency of the mechanical and electrical equipment. Understanding the operational characteristics of the spaces can assist in identifying abnormalities in energy consumption patterns which in turn can often lead to low cost opportunities for greenhouse gas emission reduction. These opportunities can often be hidden from the building operators due to the lack of information available. Improvements in energy sub-metering and building control system data logging are essential in order to realise these potential savings.

James Wewer is Sustainability Manager at Slattery Australia where his role includes providing Clients with sustainability advice in order to reduce the environmental impact of their property and developments throughout all project stages as well as implementing Slattery Australia's own Environmental Management System (EMS).

James is a Chartered Mechanical Engineer and Sustainability Consultant with twelve year's experience working for leading engineering consultants within the UK, France, Singapore and Australia. He is also a LEED and Greenstar Accredited Professional and a NABERS Accredited Assessor. James has significant experience in optimising the efficiency of building services systems, sustainability consultancy, energy and water auditing and the implementation of energy efficient measures in existing buildings.

SESSION 3

THE RUBIK'S™ CUBE CHALLENGE - ALIGNING THE COLOURS

Mr Peter Barton
La Trobe University

La Trobe University embarked on a significant change initiative in 2008, aimed at improving the quality of administrative services whilst reducing costs. As an organisation, it had been operating with an inefficient and decentralised organisational structure which challenged the core objectives of the University's Administrative Change Program.

Consolidating services, streamlining processes and improving the client experience at a university with such an entrenched organisational structure is complex; much like aligning the colours on a Rubik's™ cube. At times, you consider just peeling off the stickers or pulling it completely apart to create the perfect image; however to do so would weaken the entire object. What is important to realise, is that each turn of the puzzle is an important step in the journey of organisational change. The transformation required in student administration and student services was significant. Routine over the past twenty years had created a culture of complacency and an organisation which had lost focus on the client centred approach. An approach vital to the university's success in a looming deregulated higher education environment.

This presentation will explore the journey of reviewing the most complex portfolio in universities – student administration and student services. It examines the lessons learned in attempting to move from the entrenched culture within a decentralised organisational structure, to one which consolidates functions but maintains a level of collaboration and interaction with faculties and schools.

This presentation will argue that, in order to operate in a competitive market environment, the level of centralisation required in student administration and student services is high. To achieve this in an organisation where the decentralised structure is so entrenched invites risks. If not managed effectively, the process could destabilise the organisation; if managed well, the outcome could transform the way services are delivered and create the perfect Rubik's™ cube.

This abstract is submitted in collaboration with the abstract from Ian Smith, Manager, and Administrative Change Program. While the two submissions/presentations standalone they are intended to form a complimentary pair. This presentation will focus on the experience and challenges of reshaping the student administration and student services portfolio and the benefits of consolidating services at La Trobe University. The other submission will focus on the broad dynamics of achieving change in higher education - with particular reference to the empirical evidence and experiences of La Trobe University and Yale University.

Peter Barton has worked in the higher education sector for almost 20 years and at La Trobe since 1995. Before taking on his current role as Project Director, Student Services and Student Administration Review, Peter worked as the Director, Faculty Operations and Planning in the Faculty of Education. Peter has extensive experience from both Victoria University and La Trobe University across a range of positions focused on faculty and university student administration.

Peter has particular interests in business process redesign and the role this has in creating organisational efficiency and effectiveness. Peter also has a strong interest in continuous improvement, organisational development and change management, including the impact of change on individual's performance and morale.

Peter has an undergraduate degree in human resource and administrative management and a postgraduate degree in management.



SESSION 4

THINKING BEYOND THE STATUS QUO TO DEAL WITH STRATEGIC UNCERTAINTY

Ms Maree Conway
ATEM

We all know that the future is full of uncertainties that will create new ways of living, working and just being in the world. We know this either consciously or unconsciously, since thinking about, and planning for the future, is an innate human capacity.

We are often locked into thinking about the future as an extension of the present, as the status quo today provides a level of certainty that we, as humans, crave. Thinking beyond the status quo, and embracing future uncertainty, however, is essential if our organisations and governments are to develop strategy that truly prepares us for the future that our strategic decisions today create.

Some elements of our present will continue into the future, but the impact of drivers of change such as technology, demographics, consumer expectations and the new education paradigm will converge to create a future very unlike what we have today. To be prepared for the possibilities of our lives and work in the future, to even begin to understand the implications for our organisations, we need to think differently – we need to think beyond the status quo.

This session will provide an overview of current strategic thinking approaches, neuroplasticity, and ways in which we can jolt ourselves out of the status quo to be able to develop more sustainable and futures-ready strategy for our organisations. The aim is to provide both theoretical insight as well as practical ways to begin to change the way we think about the future.

Maree Conway runs Thinking Futures, a strategic foresight practice that helps people learn how to use futures approaches in strategy development and planning. Thinking Futures provides resources and services to help organisations do environmental scanning, build the strategic thinking capacity of people, and write strategic plans that are aligned and which guide day-to-day action.

SESSION 5

PETER KARMELE TRAVEL REPORT – 2010: INVESTIGATING LEADERSHIP DEVELOPMENT PRACTICES IN THE USA AND THE UK

Ms Kay Hemptsal

The aims and objectives of this project were to investigate leadership development programs and processes within the higher education sector in the USA and the UK. The selected sites included two research institutes focusing on leadership and the future in both private and public sectors. The travel and interviews took place during September and early October 2010. The meetings were, for the most part, a two-way sharing of information, since the preliminary findings from a project funded by the Australian Learning and Teaching Council (ALTC) inquiring into the efficacy of the Engaging Leadership Framework (ELF) were also presented at most of the meetings. The consensus view resulting from this study tour was, despite the existence of many programs for the development of leadership capacity in the higher education sector, that there remains a significant need for a more comprehensive approach to building effective and efficient leadership capacity not just within the higher education sector but across all industries. This paper provides a detailed account of the study and its findings.

Kay Hemptsal has worked for ten years at the University of New England, for nine of those years as the Manager of Organisational Development. In this capacity she was responsible for the all of the workplace education programs and the performance management processes. Over the years Kay has developed a strong interest in the efficacy of leadership development programs. In 2010 Kay was co-author of an Australian Teaching and Learning Council funded project investigating leadership excellence through the application of the Engaging Leadership Framework to Higher Education sites. In 2011 Kay began working as a freelance consultant and educator with a specific focus on the Higher Education sector and the development of leadership and management capacity.

SESSION 6

ACHIEVING TRANSFORMATIONAL CHANGE – BIG BANG? OR INCREMENTAL PROGRESSION?

Mr Ian Smith

La Trobe University

Achieving organisational change – and making it stick - is hard. Research shows that between 50% & 70% of change efforts fail - fully or partly. Achieving change in universities is especially hard.

This presentation will argue that – especially in universities – significant, lasting and ultimately transformational organisational change comes out of a process of long term incremental and iterative progression. This is in contrast to the “big bang”, management led/forced approach which characterises many of the prescriptions for change that appear in the literature of change management.

Discussion will consider several analyses of change dynamics: that of Jonathan Haidt and in particular his “Elephant and Rider” metaphor for organisational change; Robert Doppelt’s “Wheel of Change” concept, and; John Kotter’s widely known “8 step” model for achieving transformational change. Discussion of these three models will focus on the differences in the way in which each model conceives the nature of change and the prescriptions that they put forward for achieving transformational change.

These theoretical discussions of the dynamics of change will be considered against the empirical experience of administrative change in higher education, in particular the influence of

organizational culture on work to achieve change. The experience of two universities will be considered: La Trobe University where a broad and wide ranging program of organisational reform has been underway since 2007 - and Yale University which has carried out two administrative change initiatives over several years.

The presentation will argue that no one approach to change is right in all circumstances. However, the organisational nature of universities is such that an incremental and iterative approach may be the most effective in the long run – rather than a “big bang” approach to transformative change. That incremental approach – because it is a long haul – does have risks and pitfalls. The presentation will discuss what some of these risks may be – and how they might be countered and best managed.

This proposal for a presentation is submitted in collaboration with the submission from Peter Barton – Director of the Review of Student Administration and Student Services at La Trobe University. While the two submissions/presentations standalone they are intended to form a complimentary pair. This presentation will focus on the broad dynamics of achieving change in higher education - with particular reference to the empirical evidence and experiences of at La Trobe University and Yale University. Peter Barton’s proposed presentation will concentrate on one major aspect of the changes underway at La Trobe – the reshaping of the student administration and student services portfolio.

Ian Smith is Manager of the Administrative Change Program, a large scale organisational change program at La Trobe University.

His work in the Australian higher education sector has encompassed work in change management, human resources and library & information services.

Ian has a particular interest in staff development & workplace learning and organisational change & development. These interests are reflected in Ian’s postgraduate studies in public policy and human resource management.

SESSION 7

FROM HEARTBREAK TO HAPPY ENDINGS: WHAT TO DO WHEN YOUR ICEBERG STARTS TO MELT - NEW WAYS OF THINKING ABOUT AND MANAGING CHANGE IN THE WORKPLACE

Mr Simon Behenna, Ms Lucy Schulz

University of South Australia

UniSA is a large, multi-campus university in South Australia with four distinct academic divisions: Information Technology, Engineering and the Environment (ITEE); Education, Arts and Social Sciences (EASS); Health Sciences; and Business. Over the last twenty years UniSA has undergone a rapid period of growth which has necessitated quick, though sometimes inconsistent, development of our systems, processes and services.

To provide solutions for addressing these inconsistencies, UniSA initiated a project to build a whole-of-organisation service foundation. The project commenced in 2009 and will conclude in 2012, focusing on one academic division at a time and building on outcomes as it moves through the organisation. The project applies examples of good practice from across the University and externally, examining administrative processes across workplaces, mapping and testing new processes, clarifying roles and responsibilities, and developing clear guidelines and service standards.

In its development stage, the project steering group rejected the notion that services can be improved simply by an increase in budget or resources. Instead, it directed that the project should seek more effective ways of managing professional capabilities to maximise service outputs without an increase in budget or wholesale reduction of staff numbers.

The central aim of the project is to reduce the non-academic administration work for academics; however, it has also led to a marked reduction in duplicated work, clearer roles and responsibilities, and comprehensive guidelines for responsibilities and accountabilities.

The structural and cultural change that the project necessitates is complex and sometimes divisive, and often exacerbated by the complexities of carrying out such a project in a higher education institution. The imperative for a rigorous framework to shape the project led to the adoption of Kotter's "Eight step process for successful change" which presents us with a way of thinking about how to manage change more effectively. His work includes some salient reminders about the importance of communication, widespread engagement, strong leadership and vision, detailed planning, and the value of trial and error. This paper discusses how our adoption of Kotter's framework to a simple business improvement methodology led to the development of a new service model at UniSA.

The extent of organisational development proposed for the project requires significant collaboration and consultation, so engagement and communication with stakeholders has been paramount, and widespread efforts are made to seek input and share outcomes. A distinctive feature of activities was the two-way nature of its development: staff are able to access information through a range of media and forums, and contribute to the project's development by sharing their ideas and opinions with other colleagues from across the University.

This paper will discuss the project's inception and development, achievements and shortcomings, and propose strategies for sinking or swimming should your iceberg begin to melt. It will contribute to the knowledge and understanding about how large organisations might improve their service levels, whilst concurrently creating positive change in a culture of continuous improvement. And then embedding continuous change in a culture of positive improvement!

Lucy Schulz has worked for UniSA since 1990 in a range of roles, culminating in her current position as the Director: Service Improvement, responsible for a corporate project to develop a new service delivery model for the University's administrative activities. Previously she was Director: Student and Academic Services and Academic Registrar, a position she held from 2002.

Lucy has also been the University's Quality and Change Manager, providing advice to staff and management on effective approaches to quality systems, organisational change, innovation and management. She completed her Masters degree in human resources in 2000 focusing specifically on organisational culture and values in the context of change management.

Simon Behenna is the Senior Analyst: Change and Communication for the UniSA Service Improvement project, which aims to improve the University's administrative processes and practices. He has worked at UniSA since 2000 in a variety of roles including as a tutor, as a writer and website developer, as Executive Officer to Pro Vice Chancellors, and as the Consultant: Student Equity. During that time he has participated in many large-scale projects and been privy to extensive institutional change.

He has a BA (Hons) in Professional Writing and has almost completed a Doctorate in Communication, examining the use of new technologies in modern workplaces.

SESSION 8

FINDING SUNKEN TREASURE: DISCOVERING A KEY TO UNLOCK ORGANISATIONAL PERFORMANCE

Mrs Sheryl Morgan

Wintec

Embarking on a voyage to improve the use of our facilities, we sailed through the reefs of enrolment and the abyss of academic workload planning, battled the many tentacles of the institutional octopus and discovered some organisational treasure - increased student satisfaction, workload efficiencies and improved performance. Mastering the challenge of paddling through the waves, we've founding ourselves riding the waves.

Achieving improvements in key cross organisational processes like enrolment, workload planning and resource utilisation is always a struggle because of multiple business owners. Wintec's initial intention was to improve the use of facilities. Surveying people about preferences for class times, we also asked "potential students", who didn't enrol, why not. Without intending to, we found valuable information on organisational barriers to enrolling. A key factor was the long lead time potential students required - some 3 to 6 months. We decided to "lock" the timetable at least 4 months before semester 1 to give students certainty on the day and time of their classes. This has been the magic key which has enabled us to untangle the octopus tentacles of enrolment, student loans, workload planning, fee setting, timetabling, programme approval, budgeting and quality to "unlock" the treasure of efficiency, increased student satisfaction to over 90%, and improved organisational performance.

By locking the timetable, and tightly restricting approved changes, we have captured the information needed to make improvements in a wide range of functions, many we did not anticipate. Picking off the octopus tentacles one by one, rework caused by teaching departments making changes to scheduled teaching has reduced noticeably, and has meant an improvement in student satisfaction, and reduced withdrawals caused by timetable changes. Financially, we have closed the gap between the student's applying for and receiving their student loan and paying their fees. With a 90% correlation between payment and attending class on the first day, we now have a more reliable indication of actual student numbers for the start of the year. Locking the timetable also meant we had information which previously only been known at the teaching department level. We used this information to confirm student start dates. Phone calls to Enrolment dropped by one third as a result. We ran institution-wide induction, using students, which halved the time required in the departments. It enabled us to give induction the organisation "look" and quality we now expect, and research shows helps retain students. As other performance improvement "treasures" float by we've grabbed them. We've fallen in the water a few times, and some days it's not so much "riding the waves" as coming up for air while battling the octopus, but on the whole we're surfing not sinking!

Sheryl Morgan is currently the acting Head of School of Business at Wintec (Waikato Institute of Technology, Hamilton, New Zealand). When not living on the dark side in academia she is the Project Development Manager in the Chief Executive office. Her role is to manage strategic and high risk projects, and to coach and train in project management.

She is an internationally accredited professional project manager with a career in tertiary education that has included time in a range of areas from HR, enrolment, libraries and learning support to business development. She has a mixed bag of qualifications, including librarianship, business and project management.

Cursed with an irreverent sense of humour, she interprets her mobile phone number, which ends in 007, as licensed to reorganise, helpful for anyone working in tertiary education.

CONCURRENT SESSION B

Monday 15 August 2011

1220 - 1310

SESSION 1

2010 TEFMA MAURIE PAWSEY SCHNEIDER ELECTRIC SCHOLARSHIP STUDY TOUR

Karen McKendrick

The University of Melbourne is undertaking a significant program of redevelopment of all of its libraries at the Parkville Campus, culminating in a proposed major redevelopment of the Baillieu Library. The Baillieu is our largest library for the Arts, Music and Social Sciences, as well as special collections and exhibitions. It also provides the largest open access student common spaces on the campus. The library is being positioned to be fit for purpose and of adequate size for growth for the next 25 years. It is intended that the new Baillieu become an attractor in its own right, a destination of choice for students and academics, as well as being a holder of library material.

The purpose of my study tour was to visit the most interesting new and iconic libraries in various locations to understand and record their special characteristics to better inform our own library development. By reviewing libraries of diverse cultures and countries it is hoped that the factors, tangible and intangible that appeal to many different user groups can be identified and potentially included in our Baillieu project. The study tour looked at aspects such as architecture, user groups, environmental conditions, interior design, facilities provided and connection to outdoor spaces.

The presentation will review the various libraries visited and provide identification and analysis of the 'attractors' of these sites.

Karen has been happily employed at the University of Melbourne for five years in a role that encompasses both facilities planning and Space management. Prior to that, she worked at the Victorian Arts Centre for nearly 9 years in a similar role. She holds a BA (Interior Design) from the former SAIT, now University of SA and a Grad. Dip in Project Management from RMIT. Karen is very interested in the relationship between end users and the built environment, what makes a space "great" and the factors that influence this.

SESSION 2

RELIEFING OUR BUILDINGS: - CREATING A SUSTAINABLE 21ST CENTURY ADVANCED MANUFACTURING FACILITY FOR RMIT FROM AN EXISTING BUILDING

Mr Jeff Robinson
Aurecons

The University has embraced sustainable design for many of the new buildings currently being designed, with new buildings achieving 4, 5 and 6 Green star ratings.

Many existing University buildings do not perform well from both an environmental and work/teaching place perspective

The challenging for many Universities is what they can do to their existing buildings to greatly improve their environmental performance and to improve the working environment for Students and Staff and to sustainably refurbish existing building in a cost effective manner.

This presentation will tell the story of the sustainable redevelopment of RMIT's School of Foundry technology which

was built in 1968 into a 21st century Advanced Manufacturing Facility. It will outline how the RMIT and their design team were able to recognise the intrinsic value of this asset and to refurbish it in a sustainable and cost effective manner to create a healthy and comfortable teaching environment which minimises energy and water usage and waste generated whilst creating a flexible and adaptable building to house the cutting edge manufacturing technology for the future. The paper will discuss the design process and give examples of where the design has gone beyond a "tick box" 5 Star Green Star rating, to incorporate design elements which add real value to the learning experience for Students and staff. The paper will describe how advanced computer modelling has been used to optimise the passive and active elements of the design to allow comfort conditions to be achieved without the use of air-conditioning. High levels of sustainability have been achieved within a comparatively modest budget. The lessons learnt from this building can be incorporate in the refurbishment of many existing university buildings.

Jeff Robinson is Aurecons Principal Engineer and Sustainable Buildings Group Leader. Jeff has worked as a consulting engineer for over 23 years working in London, Ireland and for the last 12 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. 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. Jeff is a Green Star accredited professional, A Nabers assessor and a LEED Accredited Professional. Jeff has enjoyed being working on many projects which have realised the value of existing University buildings through their sustainable redevelopment.

SESSION 3

MAXIMISING VALUE AND MINIMISING COSTS ON QUT FACILITIES

Mr Travis Gilbertson , Mr Brian Fenn
Queensland University of Technology

The Queensland University of Technology (QUT) own and manage a significant portfolio of facilities including learning spaces, offices, and common areas. Every five years the University commissions an independent assessment of the current building element condition, functional audit of all facility spaces, and a revaluation of all fixed assets. The purpose of this exercise is to understand the performance of the current assets and spaces provided in order to create economic, social, and environmental sustainability.

In 2011, this project has been awarded to Opus International Consultants who have further refined the outputs by placing a stronger emphasis on the project outcomes. Improvements have been made across several aspects of the project in conjunction with the Facility Asset Management group at the University. The integration of skills and experience has created a methodology that drives accuracy, robustness, and value.

This presentation describes the required outcomes and the practices specifically developed to create the project deliverables. Of greater interest is the value created by the project to the University in determining their facilities and subsequently minimising their whole of life costs.

Travis Gilbertson is a Senior Infrastructure Asset Management Consultant with Opus International has over 20 years experience across various civil engineering disciplines in New Zealand, Canada, and Australia. His areas of specialisation includes development of infrastructure asset management plans, asset management process reviews, contract models and procurement strategies, asset

management specifications, collaborative information management systems, and service management planning.

Brian Fenn is Associate Director (Operations) at Queensland University of Technology responsible for engineering and maintenance services, sustainability and environmental management, standards & records and space management. He is a Past President of TEFMA (aka the Association of Higher Education Facilities Officers (AAPFA)) and in 1994 was TEFMA's inaugural Chair of Information Services. He is a qualified Electrical Engineer and in 1991 completed an MBA at the University of Queensland.

As author of TEFMA's annual Benchmark Report Brian has played a major role in leading benchmarking efforts within the sector for almost two decades. He has a passion for asset management and in the metrics associated with measuring the performance of assets. At QUT he has developed systems, tools and methodologies for assessing the condition and functionality of buildings, services and infrastructure and in 2004 won an international award recognising best practice in the field.

Outside of his professional working life Brian has represented Wales and Queensland in cross-country and athletics. He is a guitar, mandolin and banjo-playing member of a number of bands and regularly performs at functions and festivals.

SESSION 4

COLLABORATION AND TRANSLATION - SOUTH AUSTRALIAN HEALTH AND MEDICAL RESEARCH INSTITUTE (SAHMRI)

Mr Mark Kelly
Woods Bagot

The South Australian Health and Medical Research Institute (SAHMRI) beholds a vision -to make a major difference to the health of our community, and by 2020, SAHMRI will be a vibrant, globally-recognised institute that harnesses dynamic collaborations to deliver tangible health outcomes and community impacts. The rise and prevalence of Transitional research is a key external driver with the aim of SAHMRI to enable and foster a positive interaction between academics, researchers and investigators from a wide variety of disciplines to ensure that research follows through to tangible health and wellbeing benefits for the wider community.¹

The new \$200 million Health and Medical 'Flagship' Research Facility will be built alongside the new Royal Adelaide Hospital in the city's west end, located on North Terrace in Adelaide, South Australia.

The Integrated Design Team, led by architecture firm Woods Bagot, consulted with the research community, health sector and universities for their ideas and input into the building design.

The new Institute will bring top researchers from different fields together in a new world class facility. The Institute will ensure a clear focus on health and medical research activity in South Australia, help recruit and retain leading research teams, attract increasing levels of national and international funding, and enhance collaboration between different stakeholders.

It is intended that the SAHMRI will be an independent centre that will be integrated into the greater health system, while facilitating connectedness and working with a broad network of nodes of the Institute. These nodes will be set up at related universities and teaching hospitals to capture specific expertise and develop complementary areas of research, ultimately enhancing the collaboration with clinicians and academia.

The SAHMRI will form part of a wider precinct that will be frequented widely by the public. Apart from enabling state-of-the-art research, the Institute will also help to demystify research and make it tangible for the wider community through welcoming,

engaging and interactive public spaces and programming. The Institute aims to spark curiosity and interest in science by catering for different interests, carefully balancing topics of general public health and complex, high-end research. The facility will equally generate pride among its users and the community.

The SAHMRI is due for completion December 2012.

Mark Kelly, Woods Bagot's Global Leader of Education, Health and Science, has over twenty years of experience as an Architect and Designer in Australia and the United Kingdom.

Mark has a broad range of design skills specifically in commercial, leisure, residential, education and specialist buildings.

Also as Global Director of Sustainability, Mark leads our global studio advancing our knowledge in the area of ESD, with his key interest and belief in the potential of the future.

Mark has been the recipient of many industry design awards and is currently working on several high profile projects with a highly sustainable agenda.

SESSION 5

POSITIONING TO PROSPER

Mr Nick Bruse
Thinc Beyond

Are you ready for the structural changes that will ripple through the universities sector by 2020 as a result of the lifting enrolment caps, rising food and fuel costs, a doubling of energy prices, the NBN roll-out or the growing middle class in Asia?

For many organisations, the answer would be 'no'. And yet the ability to stay afloat amidst ever-accelerating change seems dependent on a organisation's resilience and ability to leverage trends. Even business models that have brought success in the past may simply become a liability amidst unprecedented changes. So how can today's tertiary education sector position itself for success in the future?

To answer this question, this session will provide a 360° perspective on the trends shaping the operating environment of tomorrow and demonstrate how these trends can be leveraged for success.

Historically, access to knowledge was privileged and Universities were the 'Keepers of the Book'. There could be no competition, and this, understandably, gave Universities both freedom and authority over their operation. Today, any information – even the classified kind – can be accessed at a click of a mouse, and for free or at a cost that is insignificant when compared to tertiary education fees. With rapid increase in technological capacity, students will shortly be enjoying holographic participation in the best lectures regardless of where in the world they are held. Real-time and debt pressures could drive part-time and mature enrolment. And social networks provide a quicker and more targeted alternative to building one's networks.

Whether we endorse it or not, today's Universities have strong competition, and not only from other Universities (which will hold increasingly true once the caps are lifted in 2012). Competition is coming also from an increasing number of new providers of learning, experience, collaboration and networking. We need to be increasingly able to articulate, in a compelling way, why students need to enrol in our tertiary education institution.

While incredibly challenging – as many Universities don't have a business plan, let alone a marketing strategy – this is also empowering because a range of strong value propositions can emerge, targeting unique segments of the population.

This session will explore this through a 360° perspective on the trends shaping Universities' operating environment, with the aim of providing insight into the following questions:

Where might the key risks to your University's future come from?

- What emerging trends present opportunities to enhance market presence, re-engage with different student segments, co-create value, improve staff attraction and retention, and increase financial self-sufficiency and decrease operating costs?
- How can University facilities respond to the compounding challenges from technology, new ways of learning and financial pressures?
- How are Universities around the world re-defining their value proposition?

Nick Bruse is one of the lead Strategists at Think Beyond. A charismatic and thought provoking speaker, he has over 12 years of experience across multiple industries in business development, venture creation, innovation development and sustainability. Nick's experience brings a diverse perspective to the challenges faced by the education sector.

SESSION 6

OPPORTUNITY IN ADVERSITY: BUILDING INTERNAL CAPABILITY

Dr. Faye Lambert, Ms Jodie Burgess
Monash College

The current downturn in demand for pathway courses into Australian Universities has the potential to drive providers exclusively into cost cutting mode, ultimately undermining product quality and hence, longer-term viability. While attending to efficiencies in program delivery, Monash College, a wholly-owned subsidiary of Monash University, has used the current context to provide a mandate for fundamental organisational change. Two theoretical models have informed the Monash College change process: John Kotter's (1995) model for leading and managing change and the capacity building framework developed by Hopkins, D and Jackson, D (2004). Drawing directly on these models, the presentation will outline the key structural and cultural changes that have been designed to strengthen internal capability and set the stage for superior quality in learning outcomes in the future. Participants will gain an understanding of the coherent set of strategies being used by Monash College to deliver program quality, including the formation of a Transition Specialist Support Group (TSSG).

Dr. Faye Lambert has a diverse educational background including a Bachelor of Commerce, Graduate Diplomas in Education, Family Counselling and Program Evaluation, and a PHD in Educational Administration. She began her teaching career in secondary schools and is now currently Director of Monash College (Australia), a leading multi-campus transition education college for international students and wholly-owned subsidiary of Monash University. Faye has worked in both the corporate and not-for-profit sectors designing, delivering and evaluating learning programs. She has presented and published both nationally and internationally within a range of fields including teaching and learning, organisational change, program evaluation and leadership development.

Jodie Burgess is an experienced educator with a Bachelor of Secondary Education, Graduate Diploma in Health Counselling and a Masters of Human Resource Management/Industrial Relations. Jodie joined Monash College in 2007 having been Deputy Head of School in the Victorian Independent School Sector. Her diverse experience at Monash College has included managing the Quality and Innovation Team, the design and implementation of student programs and close liaison with

off-shore providers. As Deputy Director (Associate) Jodie, currently leads the newly created Transition Specialist Support Group (TSSG) responsible for articulating the Monash College transition education philosophy and translating this into teaching practice. This group has been established to provide a suite of integrated, high quality professional learning programs for staff and to build a collaborative culture which embodies a shared language regarding pedagogical practice.

SESSION 7

WHAT CAN CUSTOMER RELATIONSHIP MANAGEMENT THEORY TEACH US ABOUT STUDENT ADMINISTRATION? A CASE STUDY OF AUTOMATING STANDARD PROCESSES

Mr Mark Hopps

The University of Adelaide

Core to the theory of Customer Relationship Management (CRM) is the dual creation of value, both for the organisation and the customer. As staff are increasingly called upon to improve processes and at the same time improve the student experience, this central precept has direct relevance for administrative areas working closely with students. In this context, CRM and in particular the enabling software, can be extremely beneficial. However it is important to remember that CRM is a strategy that pulls together technology, processes and people, and while technology and processes are critical, it is individual employees that foster a university's relationship with students. This paper presents recent work by the Faculty of Professions at the University of Adelaide. It examines an initial effort to automate standard processes. Although the work was a technological success, it neglected the need to engage with frontline staff, and subsequently created resistance to change.

The Faculty identified a shift in the way students wished to access services and information and decided to provide alternatives to traditional face to face channels. To accomplish this, the Faculty purchased software from RightNow and created a new website called "ASKthePROF" that allowed for web-based student self-service. Following this initial work attention was turned to using the software to improve standard processes by automating previously manual tasks. Within the Faculty, applications for supplementary exams constituted the highest number of forms processed. Through firsthand experience, it was estimated approximately 80% of all applications were approved on medical grounds, when a doctor confirmed the student was;

- ill the day of the exam, and
- the illness severely impacted their performance.

Once implemented 83% of all applications were automatically approved and the student notified. This demonstrated the potential for significant gains in efficiency when compared to individual paper based processing. At first glance it appeared that dual value had been created. There were improved response times for students and a decrease in manual processing for the Faculty. However, for the remaining 17% of applications, the automated process created a range of new complications. Some of the new complications were technical and easily resolved. However, the bulk of unforeseen issues arose from a failure to clearly communicate with staff. The drive to automate standard processes had led us to see the issue as a technological problem. We constructed the issue as students interacting with an automated system and forgot that behind the computer screen, were staff who needed to understand the purpose for change.

Mark Hopps has worked in the higher education sector for over a decade, holding a range of positions in faculties, central administration and student services. Since 2008, Mark has worked in the Faculty of Professions at The University of Adelaide, managing support

services for postgraduate coursework students. Recently, Mark has been involved in the introduction of CRM software to improve how the Faculty responds to student enquiries. This work has led to the University's new Learning Hub adopting the CRM as a core business tool. Mark is particularly interested in how CRM can be used as a strategy to integrate people, processes and technology to create dual value for the university and the student.

SESSION 8

TAKING A CHANCE ON RANDOM IDEAS

Ms Madeleine King

The University of Western Australia

Recognising serendipitous opportunity is a challenge! It can be missed in a heartbeat. And when the opportunity is seen for what it is, the next challenge is to know what to make of it.

In the work of maintaining the daily operation of a university and pursuing strategy, recognising serendipitous opportunity is difficult. Being able to train ourselves in such a skill may be unlikely, but providing the right setting for serendipitous opportunity to emerge and to be grasped is possible and desirable. Indeed, a university is the perfect place to foster an atmosphere where serendipity can be harnessed.

Following an alternative line of thought is something encouraged in research, but how often is it adopted in the administration and management of an institution? Seemingly random ideas can emerge in all areas of endeavour of a university and it is important

to give people the room to explore these ideas and see where they might go – to a dead end or startling success.

To foster and harness serendipity, the atmosphere within a university must allow people to feel that they can pursue a line of thought that has emerged from an unlikely source or is just a bit off the beaten track – the random idea. To achieve this setting, an institution needs to provide freedom and demonstrate trust in the ability and motivation of its staff.

This presentation will look at how fostering an atmosphere throughout a university that encourages the pursuit of the serendipitous conversation or interaction can be of significant benefit to an organisation.

It will include a case study on a series of innovative investments entered into by The University of Western Australia – the genesis of which was a combination of the serendipitous opportunity provided by a few random ideas and the challenge of WA's geographical isolation. This investment - this 'taking a chance' – has developed into a successful and high profile program that has served to significantly increase the engagement of UWA with the political and business leaders of the Asian region.

Madeleine King graduated with a law degree from The University of Western Australia in 1997. She spent seven years as a commercial lawyer in private practice both with a national law firm in Perth and in an international law firm in Europe. After returning to Perth, Madeleine took up the position of Research Contracts Lawyer at The University of Western Australia in 2005. In 2008, she was appointed as Chief of Staff at UWA where she manages the operation of the Vice-Chancellery and provides advice to the Vice-Chancellor and members of the Executive on strategy and major policy issues relating both to internal University business and to the higher education sector in general.



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CONCURRENT SESSION C

Monday 15 August 2011

1410 – 1500

SESSION 1

PETER CHUBB CAREER DEVELOPMENT AWARDS

DOING IT OURSELVES

Ms Deborah Young

Christchurch Polytechnic Institute of Technology

CPIT has been involved in the implementation of Self Assessment and External Evaluation and Review since taking part in a New Zealand Qualifications Authority (NZQA) pilot in 2008. Since then we have begun the metamorphosis into having a more self-evaluative quality assurance framework.

Self-assessment, for a tertiary education organisation, is about evaluating how well the organisation is doing in terms of the core business of teaching and learning. It is the process used to establish evidence of its own effectiveness. These results are used to inform the organisation's future planning and their actions to bring about improvement in the outcomes. Whilst this model focuses on outcomes, in particular it focuses on, student learning and aspects that contribute to learning such as quality of teaching.

In 2009 considerable work was completed in the implementation phase. An Annual Programme Evaluation and Review (APER) process was trialed with a cross section of programmes. In 2010 the APER process was introduced across the whole institution as the main self-assessment tool. Programmes were clustered within schools, facilitators selected and trained, evaluative conversations taken place and reports furnished that focus on self assessment in that area. We have now trialed a Support Services Evaluation and Review (SSER) process within our support areas with the intention of implementing this similar process to all support areas this year.

This paper will focus on the continued implementation of Self Assessment at CPIT, concentrating on the APER process in 2010/11 and the way forward

Deborah Young is currently employed at CPIT as an Academic Advisor within the Academic Division, her main roles involve managing the Self-Assessment and External Evaluation and Review processes, Student Surveys, Academic Board Secretary and being a committee member of the Programme Approval and Evaluation and Review Committees.

Previous roles include Faculty Academic Coordinator, Lecturer in Teacher Education, Deputy Principal and Primary Teacher.

SESSION 2

IDEAS FOR UNIVERSITIES: ENCOURAGING INNOVATION WITHIN THE HIGHER EDUCATION SECTOR

Ms Carol Harding

Australian Innovation Research Centre,
University of Tasmania

The challenge? Anyone with an interest in their Higher Education Sector job will have a number of ideas floating around in their head about ways to make their job better. Ideas are those solutions that come to you at 2 am in the morning when you wake up worrying about a problem that just won't go away, or those flashes of inspiration that occur when you're thinking about how to make the most of the opportunities that lie in your day ahead. But how

do you know if your ideas have genuine merit? And even if there were a way of evaluating them, is there a clearly identified pathway supported by senior management to encourage you to take your idea forward? Your challenge is to evaluate your idea and then decide for yourself if it is worthy of taking the necessary steps for approval. Your institution's challenge is to create an environment where innovation is encouraged without fear of failure and to provide a simple and efficient approval and implementation process.

The Australian Public Sector (APS) has an agenda to make itself the best public service in the world, partly through supporting a culture of innovation among its staff. This requires encouraging staff to develop new ideas and providing clear avenues for staff to take their ideas forward for evaluation. Although there are differences between the APS and the Higher Education Sector (most obviously the political imperatives) the two sectors are sufficiently alike (large, slow moving bureaucracies; multiple objectives; multifaceted organisational arrangements) to allow comparisons to be drawn. The first part of this presentation is a case study of a project to support innovation that was implemented within the APS and focuses on what the Higher Education Sector (HES) might learn from it.

The second part of the presentation discusses relevant findings by the Australian Innovation Research Centre from the world's largest survey of innovation by public sector organisations, covering all European Union member states, with 4,500 respondents. The main findings include the single most important drivers of innovation, barriers to innovation and comparing the top down to bottom up approach.

The third part of the presentation will describe how the case study, the survey, and research into the HES have informed the development of a program designed specifically for professional employees within the HES. IDEAS for Universities (Innovation Development Early Assessment System) is a structured way to assess genuine merit of ideas. This presentation will explain how it can be used to evaluate and promote innovative ideas in the Higher Education Sector.

Carol Harding is the Deputy Director of the Australian Innovation Research Centre at the University of Tasmania. She has worked for UTAS since 1999, having held previous positions including Assistant Director, Governance & Legal, Executive Officer to the Pro Vice-Chancellor (Teaching & Learning), (Acting) Director of the Cradle Coast Campus, and Administrator of the Graduate School of Management. Carol is a member of the AIRC Management Committee, the Faculty Executive Committee, the Faculty Research Committee, and is the Course Co-ordinator of the Graduate Certificate in Commercialisation. She holds a Masters of Business Administration from the University of Tasmania.

SESSION 3

THE EVOLUTION OF RESEARCH FACILITIES

Mr. James Edwards

Hames Shanley

Scientific research requires high investment facilities. Funding is inherently uncertain and programmes change constantly requiring solutions that are able to adapt efficiently and cost effectively. Increasingly attention has focussed on the need to encourage interaction and collaboration – to create an environment conducive to serendipitous discovery. How are these requirements met? Looking back 10 to 15 years it is possible to identify trends in research and plot a likely trajectory into the near future. This talk looks at some of the key trends and influences in an increasingly competitive area and suggests some future directions.

James Edwards is a director of multi-disciplinary design firm Hames Sharley and leads the Science and Higher Education sector. He qualified as an architect in the UK and has a string of successful and award winning buildings to his credit, including the University of Western Australia Biomedical Research Facility which was the recipient of eight awards including two major state sustainability awards. James is heavily involved in some of the major infrastructure projects happening in WA and is Director in charge for two new buildings for the Western Australian Institute for Medical Research at the QEII Medical Centre and new Fiona Stanley Hospital Medical Centre. He has travelled widely and Hames Sharley's research team has developed solutions to research needs based on observation of exemplar projects around the world.

SESSION 4

UWS CLIMATE CHANGE RESEARCH FACILITY: A CASE STUDY ON RE-LIFING

Mr Dino Di Paolo
Suters

With the increasing challenge of how Universities utilise existing building stock against a backdrop of changing trends of how staff and students use space. This paper will explore how Universities can 're-life' existing building stock in terms of learning modes, space utilisation, Environmentally Sustainable Design and improved learning outcomes.

This paper explores these key questions using the recent refurbishment of the University of Western Sydney's Climate Institute at its Hawkesbury Campus as a reference point. The Climate Change Institute is a pertinent case study for the purposes of this presentation owing to the tight deadlines, the incorporation of alternative teaching method concepts and spaces and environmental innovations that will help the University prosper in our carbon constrained future.

Though the exploration of a series of case studies, this paper will explore the following challenges;

- decision making around upgrading the Universities existing building stock
- improving the environmental performance of existing building stock
- re-lifing in a heritage context
- rethinking learning and pedagogical practices in a re-lifing context
- providing better campus connection through re-lifing
- outline of comparative savings in energy
- linking ESD and productivity with evidence
- linking ESD with improved teaching and learning outcomes

Dino Di Paolo is the Suters Tertiary Sector Leader responsible for delivering Tertiary Sector Projects within Suters as well as being practice Manager of the Sydney Office. A highlight of Dinos career was receiving the Sulman Award for Excellence in Architecture for the Life Sciences Building at the University of Newcastle, in association with Stutchbury Pape.

As the practice design manager within Suters, Mark Van Den has extensive experience in strategic analysis, briefing, design and development of complex tertiary projects. Prior to joining Suters, Mark also partnered in the development of the bio-climatic performance specifications for RMIT University. This proved to be an assessment tool to provide an ESD decision matrix for the re-lifing of \$600m RMIT Universities existing building stock.

SESSION 5

TRIGENERATION AND TERTIARY INSTITUTION CARBON NEUTRALITY

Nick Bamford
AECOM

By now almost all universities have set some form of target for reductions in their carbon emissions, however it would appear that goals are sometimes set without a full appreciation of the challenge that may be involved in meeting these targets. For a majority of tertiary institutions operating in the current market, trigeneration represents the single largest economically feasible means for reduction in campus carbon emissions.

Through consumption of natural gas, and capture and reuse of waste heat for the purposes of heating and cooling, trigeneration has the ability to reduce the carbon footprint of a university by as much as 50% over standard grid electricity consumption. Trigeneration in its current commercialised form, is however still a fossil fuel based initiative. As tertiary institutions strive toward carbon neutrality, the dependence on a fossil fuel based initiative seems counter intuitive. As the grid electricity carbon footprint reduces over time, and the proposed carbon tax comes into effect, the benefit, and therefore cost effectiveness of trigeneration will change. Feasibility studies looking at trigeneration need to account for the changing electricity and carbon market, as well as considering how the initiative will suit the institutions wider carbon reduction targets.

The aim of this paper is to provide a current and future market view on the economic feasibility of trigeneration, looking at detail at the trigeneration feasibility process. This would cover discussion on the infrastructure required to implement trigeneration, how to go about sizing trigeneration and factors that influence lifecycle pay back periods/total carbon reductions. The paper also covers the future of trigeneration following the introduction of the proposed carbon tax and as tertiary institutions strive toward carbon neutrality.

Additional topics discussed include; trigeneration feasibility in differing states, the effects of trigeneration on total water consumption, trigeneration within the context of GreenStar, trigeneration compared to GreenPower and trigeneration connection agreements with local electricity providers.

The paper provides this discussion within the context of a case study on trigeneration feasibility carried out for a medium scale campus based tertiary institution.

Nick Bamford is a Senior Mechanical Engineer with AECOM, working in their Buildings group. Nick has been involved in a number of trigeneration and district energy projects including feasibility studies for RMIT City Campus and Dandenong Central Services Hub. Recent tertiary institution projects include RMIT Swanston Academic Building, Melbourne Universities' Baillieu Library and the UTS Chau Building designed by Frank Gehry.

SESSION 6

RMIT CUSTOMER SERVICE DELIVERY IMPROVEMENTS: INDUCTION, TRAINING AND A SHARED SERVICE MODEL

Mrs Terrie Healy, Mrs Melinda Munday
RMIT University

Our paper will focus on the following key themes:

- Improvements to customer service achieved through improved customer service delivery, support and skills training
- restructure with call centre and face to face service – RMIT Hub
- clever training and induction strategies
- moving towards a shared service model with a faculty and other student services

This paper will discuss ongoing developments for service delivery and customer service approaches within Student Administration at RMIT.

It will begin with a description of improvements to customer service recently achieved, specifically through the call centre and face to face service areas (RMIT Hubs). Then it will discuss the recently implemented skills training and job rotation program to broaden staffs' skill sets and ability to service students over the phone and face to face and how this group of staff have ridden the wave of organisational change over the past few years.

The induction process which includes pre-induction checklist, induction manual and 4 week training program for all new staff will also be discussed. Training within the student service centres, including the creation of a year long training calendar and the use of Blackboard as a learning management system, including quizzes, videos and training documentation will be explained.

The paper will conclude with current plans, including the move towards a shared service model with our business faculty as well as the integration of central student services (ie counselling, housing, learning and teaching departments) and how we have brought with us a university community that should be thoroughly drowned in change and turned them all into strong swimmers or life guards for change.

Terrie Healy came to RMIT in 2006 from the University of Melbourne where she was the Manager of Academic Services in the Faculty of Education. Terrie is enthusiastic about her position as Deputy Director of Student Administration at RMIT and is responsible for Admissions, Enrolments and Records, Graduations, Exams, the Service Centres and Data Management. Terrie is proud of being involved in the education industry for more than 25 years.

Melinda Munday has worked at RMIT since 1992 but her association with the University started in 1986 when as a student. In 1992 Melinda commenced working as Personal Assistant to the Academic Registrar. In March 2010 Melinda was appointed Acting Manager, Customer Service and oversees operations of the Student Administration Support Line and Hubs on each of our 4 campuses. Melinda and her team have developed many of the systems and processes which ensure the Student Administration Support Line and Hubs provide quality customer service to RMIT students and systematically identify improvements to the student lifecycle experience university wide. Melinda has a strong commitment to quality customer service.

SESSION 7

EMPOWERMENT TO ENGAGEMENT - A JOURNEY

Ms Wendy Chambers, Mr Stephen Rothman
University of Auckland

"Engagement is a symptom of organisational health" (Shaun McCarthy "What Drives Engagement" - Employment Today, Dec 2010/Jan 2011).

In 2005 as a way to reinvigorate our teams and strengthen our own management skills the Group Managers in the Faculty of Arts at the University of Auckland embarked on a fresh approach. How could we motivate and reward staff in a way that didn't involve money? The result was a long term, multi-faceted project with the broad aims of developing in administrative staff a sense of ownership of Faculty administration processes and influence over outcomes. Six years down the track the benefits have eclipsed the original objectives.

This presentation outlines the journey under the four main themes: Culture of Learning, Being Valued, Cross Functional Teams and Continuous Improvement. We will also discuss practices that were innovative and are now standard in the Faculty and the on-going benefits, which include a University wide recognition of best practice in these areas within the Faculty of Arts.

Culture of Learning

Initially this involved designing courses for staff to help grow staff awareness of the projects aims. "How to work effectively in Cross Functional Project Teams" was our first course.

This has developed into a Faculty Professional Development Committee and a budget that provides funds to administrative staff for external training (for groups or individuals), and conference attendance.

We now have the capacity to design our own courses with University providers and external training organisations. These courses provide opportunities for administrative staff to be introduced to best practice in a range of related activities, for example Event Management.

In this presentation we will expand on the benefits to staff and discuss other opportunities the funds provide, for example the Faculty Mini Conference.

Cross Functional Teams

Cross functional teams have been the key to encouraging genuine engagement of administrative staff within the Faculty. These teams are a mix of administrative staff at all levels. They work on projects, contribute to the work of committees and are significantly helping the Faculty meet its strategic objectives. The presentation will provide examples of how this works in practice.

Being Valued

A project team was established to develop ways to help staff feel more appreciated. This project coincided with a staff survey which demonstrated to staff that we valued their input.

This survey made it clear that being valued for their individual contributions was what gave administrative staff the most personal satisfaction. The day to day work of administrative staff often is focused on efficiency and outputs. We have attempted to shift this focus towards staff exercising authority and experiencing variety which, as Shaun McCarthy notes in his article "What Drives Engagement", are the two key requirements for human motivation.

Along with some interesting ideas on how to informally reward people we will discuss structural changes to Faculty Administration (giving staff increased opportunity to exercise authority) that can be directly linked to the work done on how we value staff.

Continuous Improvement

One of our first initiatives was to introduce the concept of continuous improvement to the Faculty.

The Continuous Improvement Process (CIP) is now embedded in the Faculty in the guise of the "Good Ideas Group". An objective of the original project was to empower staff to participate in process development and the "Good Ideas Group" is the most successful manifestation of the CIP process in the University. It has provided 47% of all the CIP suggestions received in the University with the majority of these suggestions being made by our administrative staff.

We will discuss how we raised staff awareness around the identification of waste in administrative processes and linked this to the concept of continuous improvement and how the "Good Ideas Group" works.

Our presentation will provide details of the journey, the obstacles, the successes and the outcomes, in what we believe has been a cultural change in a traditional university hierarchy.

Wendy Chambers is now Faculty Manager in the Faculty of Engineering, but for ten years was a Group Manager in the Faculty of Arts at the University of Auckland.

Stephen Rothman has been a Group Manager in the Faculty of Arts for seven years.

SESSION 8

GET OUT OF THE RUT: FINDING OPPORTUNITIES IN ROUTINE

Ms Robyn Causley

University of Western Sydney

In a cyclical environment, it is easy to develop a detached attitude to your work and its outcomes. The same tasks arise day after day, week after week, month after month, and each year seems to offer a repeat of the previous year's efforts. The work can seem never ending and thankless. You become stuck in a rut and can't see a way out.

Is your workplace stuck in a rut? Have you overheard conversations that include phrases like ".well, what can you do?" or "...that's just the way it is..."? Do you find that you and your colleagues mutely accept the unacceptable, such as the same avoidable error appearing in work over and over?

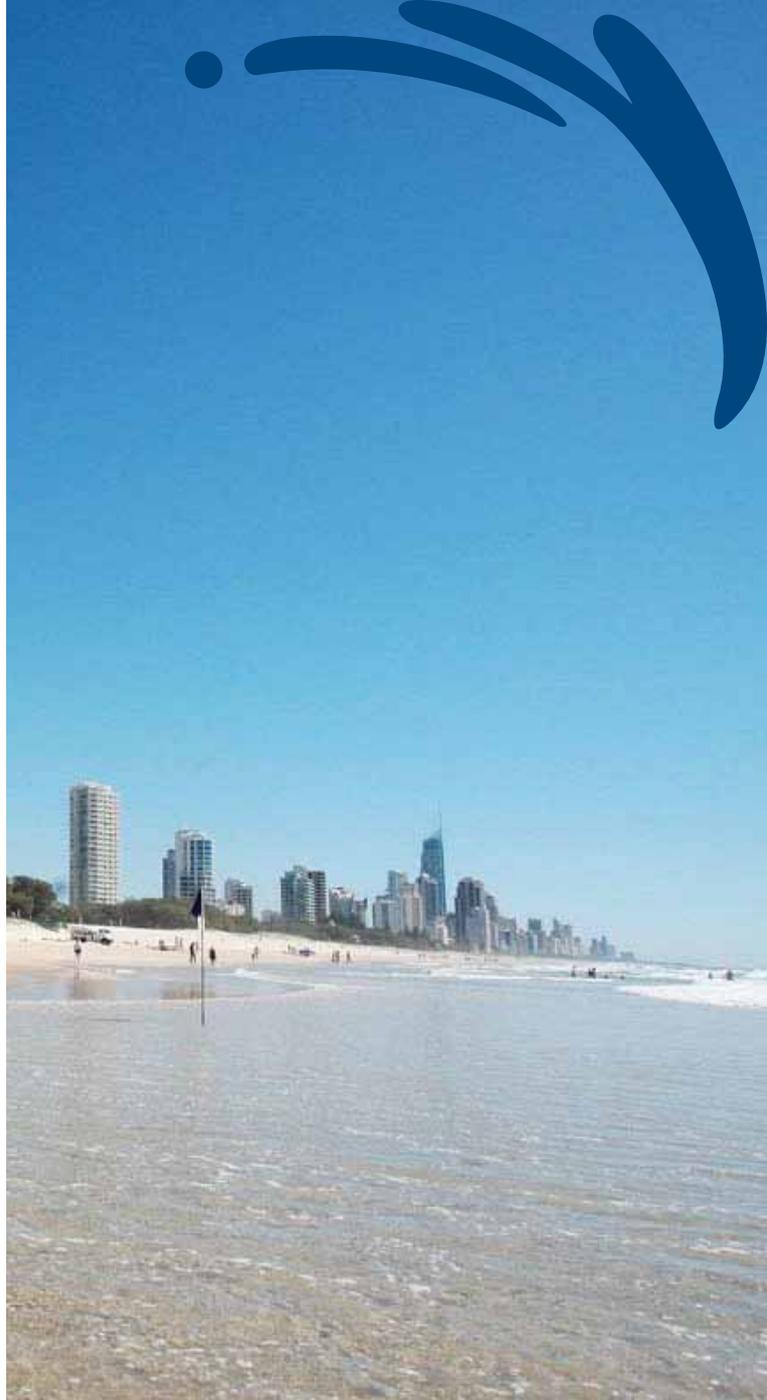
By identifying opportunities for improvement in processes and services, and by leveraging the talents of your staff, you too can Get Out of the Rut!

My presentation will explore ways to identify opportunities for change and improvement in routine tasks and cyclical activities. Using examples from the Admissions Unit in which I work, I will demonstrate how opportunities can be found and processes improved by answering three simple questions:

1. Can we do it better?
2. Can it be automated?
3. Do we need to do it at all?

When the Admissions Unit when started working its way out of the rut, some of the factors that they had to work around included externally driven deadlines, the political environment at our university and feedback from our stakeholders and clients. My presentation will detail the positive opportunities these factors presented and the strategies put in place to manage any constraints they imposed.

In addition to the process and system improvements, my presentation will also explore techniques for motivating and engaging staff in a workplace dominated by routine. Techniques such as the practical application of the FISH philosophies in an



administrative environment, how to engaging staff in professional development and career planning, creative ways to nurture emerging leaders and tapping into their potential and building and sustaining professional relationships.

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 courses at the University, as well as candidature management of higher degree research candidates from admission to submission.

During her time at UWS, Robyn has implemented many system and process improvements across the breadth of her portfolio. Some of her major accomplishments include the implementation of an online application system for higher degree research candidature and online submission and processing of advanced standing, or recognition of prior learning, applications.

CONCURRENT SESSION D

Tuesday 16 August 2011

1050 - 1140

SESSION 1

TIMELY, TARGETED, PERSONALISED: USING ALERTS TO ENHANCE THE STUDENT EXPERIENCE (AND SAVE YOU TIME AND MONEY)

Ms Leah Bromilow
Curtin University

We expect University students to know and remember a lot: when they need to enrol, when their fees are due, when their library books are due, when the last date to withdraw is, when their exams are... and a lot more – all amongst their core purpose in being at University – learning.

We also tend to get pretty frustrated with students when they forget these things, and spend a lot of time chasing them up and applying sanctions or fines.

But rather than putting the emphasis on students finding out this information, why not push the information to them? And go beyond just putting it on a web site, or a poster, or sending an email – which again puts the onus on the student to wade through a content overload.

In 2010 Curtin University implemented its very first Alert – an automatic, targeted, timely, personalised message to students. Based on the student's own data in the student database, this alert appeared within OASIS, the Curtin student portal. We already know our students use OASIS almost daily (in 2010, by headcount students logged into OASIS 4.9 times a week) so we put the alert right where we knew they'd see it – on the Welcome tab.

Different from email or other communications methods, Alerts are used only for essential information that the student must respond to. And the alert will not disappear (and cannot be hidden) until that action has been taken. It's where the student will see it every day, and for some of our alerts, if the student does not complete the required action, the alert may even escalate (change colour, or temporarily block access to OASIS).

Alerts offer students the following benefits:

- **Personalised:** Based on their own data, only the students who need to see the alert will see it – they are targeted and always timely. When the data is changed in the student database, the alert will disappear.
- **Pre-emptive:** We're telling students essential information before the due date or deadline. We're giving them a chance to clear their sanctions prior to results release, to pay their fees before they are due or to withdraw from a unit in time to avoid a financial penalty. Alerts encourage students to take action immediately.
- **Pushed:** No more searching through hundreds of emails or thousands of web pages. Important information is delivered to the student as they need it.

But there are benefits for staff too:

- **Pre-emptive:** For every student that actions their alert before a due date, the workload reduces for staff.
- **Powerful:** If a student chooses to ignore an alert, it escalates. Students have to click past the alert every time they log into OASIS (and this can be tracked). No more excuses that the student "didn't know".
- **Set and forget:** Driven by student data, the alerts trigger automatically. No need for manual intervention at any stage – using the student database (or other systems that use alerts) as normal will trigger the alerts without staff having to do a thing.

- **Complementary:** Alerts work seamlessly with existing communication methods. They draw attention to important emails that may have been missed, or provide web links to extensive supporting information.

Curtin's alerts:

- **eInvoicing Alerts:** There was much concern that moving from mailed out invoices to online would result in more late payments. Alerts addressed this concern, providing a direct link to the eInvoice and disappearing only when the student downloaded the eInvoice. Used by over 30,000 students so far, the response from both the Fees Centre and students has been overwhelmingly positive. The Fees Centre has also introduced Intention to Cancel alerts (where previously students would be cancelled before they knew there was a problem) and is in the process of implementing Debt Management Alerts.
- **eVALUate reminders:** eVALUate is Curtin's online system for gathering and reporting students' perceptions of their learning experiences. eVALUate alerts will direct students to the eVALUate survey for each of their enrolled units and track their completion.
- **Planned for 2011** are alerts for enrolment/withdrawal, library, further sanctions and graduation.

Leah Bromilow is the Student eServices Manager at Curtin University. The Student eServices team is responsible for the ongoing development of web pages, online applications and electronic communications under the control of Student Central, with a focus on OASIS, the Curtin student portal.

Leah studied Commerce at Curtin, majoring in Electronic Commerce and Information Systems. After graduating, she worked at Westpac head office in Sydney for four years as a User Interface Designer, and "after a brief stint at Deloitte where she learnt that life as a consultant was not her thing" she returned to Curtin five years ago. Leah has introduced a user-centred design approach to Student Central and involves students in the design of all online services "ensuring student-focussed, usable eServices for Curtin students."

SESSION 2

A QUALITY PRACTICE IN POLICY COMPLIANCE: THE DREAM AND THE REALITY

Ms Lyn Marks, Ms Naomi Yellowlees
Curtin University

A policy is nothing more than text on a page; it is the compliance with policy that makes it a reality. Managing compliance can be difficult in a large, complex and diverse organisation. Curtin University is the largest university in Western Australia with over 40,000 students, 4,000 staff and campuses in Sydney, Malaysia and Singapore. Welcome to our reality.

Lyn Marks (Executive Officer, Office of DVC Education/Teaching and Learning) and Naomi Yellowlees (Director Legal and Compliance Services) have been closely involved in the work to embed a quality approach to policy compliance at Curtin. Whilst this work covers all the policies at Curtin, this presentation will focus on teaching and learning policies. What we did, what worked, and how we'd do it better next time.

The quality approach at Curtin is based on Approach, Deploy, Review and Improve. Often policy work focuses on the Approach-let's write a policy and send it through an 8 week 2 committee approval process- but that's not the end of the story. What is required for the Deploy-how do we implement the policy in our everyday work- this is where we find out if the policy actually works. How do we Review? How do we know that people are complying with the policy and if not why not? What reporting/tools are we using and developing to assist with this. And then how do we

Improve? What have we learnt from this experience and how do we make it easier for people to comply, or at least make it clearer that people must comply and what are the consequences for non compliance?

We will talk about the role of the Compliance Reference Group, the Policy Contact Officers, Legal and Compliance Services, Professional Standards and Conduct Unit, Internal Audit, Organisational Development Unit, managers and the executive in this process.

Naomi Yellowlees is the Director of Legal and Compliance Services, Corporate Services, Curtin University. Part of her role involves overseeing the implementation of the policy and compliance framework in the University. Naomi has extensive experience in the University sector and has worked in both corporate and academic areas. Previously she worked providing governance advisory services in the community sector and prior to that worked as a legal practitioner in two states and one territory in a somewhat eclectic mix of areas that has prepared her for just about anything.

Lyn Marks is the Executive Officer, in the Office of the Deputy Vice-Chancellor, Education. Lyns role involves working with faculty staff ensuring teaching and learning issues are raised, matters are addressed, projects are coordinated, and policies are appropriate, embedded, and reviewed. Her background as a qualified human resources practitioner, with experience both externally and within the higher education sector, student services managerial positions, and past member of University Council, all provide a solid understanding of staff, governance, the university environment.

SESSION 3

TAFE: SKILLS REFORM - THE WAVES OF CHANGE

Ms Jeanette Roxburgh
RMIT University

RMIT is one of Australia's largest dual sector universities with 72,000 students and 21,132 students enrolled across the TAFE sector. Being a TAFE teaching institution in Victoria requires RMIT to report to both the State and Federal Governments which has resulted at times, in a collision of legislative requirements across both governing bodies.

RMIT has struggled for the past 3 years to meet the various legislative challenges of Skills Reform introduced by the State Government, and although chaotic, there have been successes and failures in meeting their obligations. There have been monumental changes to system and administrative processes and new ways found to support staff.

Towards the end of 2010 RMIT thought they were at last 'Riding the Wave' to success when surprisingly, there was a change in State Government and suddenly the wave broke, the sea churned and once again RMIT was forced to struggle to reach the surface and meet another round of government challenges.

We would like to think that the waves are now gently rolling; allowing us time to enjoy our achievements but we all know that when dealing with any governing body, the wave will break and the sea will churn and the challenge will begin again.

This presentation will take you on a journey of how RMIT tackled the challenges set by both state and federal governments and how we worked and continue to work to change the processes and culture of student administration across a large organisation.

Jeanette Roxburgh has worked within the university environment for 21 years. Seven of these have been at RMIT, currently as the Senior Coordinator, Records Management Services.

Working as the Senior Coordinator of Records Management Services, Academic Registrars Group, Jeanette leads a team of fourteen staff across the higher education, TAFE and Open Universities Australia sectors. The role is responsible for the coordination and maintenance of student records which includes: business processes, procedures and compliance within legislative frameworks governing all cohorts of students from TAFE to research.

SESSION 4

RETHINKING EDUCATION: URBAN SPACES FOR ENGAGEMENT

Ms Meaghan Dwyer
John Wardle Architects

Cities and Sustainability

The city in history has been the place of commerce and culture, and the place of exchange and debate. Meaning and collective memory has been invested in the public realm and through the creation richly layered of public places and spaces.

Cities were indelibly marked on the advent of modern infrastructure. This significant investment in built form characterizes many of our cities with a pattern that will be evident for a long time to come. New technology, new modes of production and different forms of governance have lead, some would argue, to a demise of the public realm.

Today over half the world's population reside in cities and cities are faced with the serious challenges of rapid population growth and climate change. Recognized as the site of innovation cities are at once the great challenge for sustainability and the great opportunity for change. As Kostof describes, the city is shaped through ...'a virtual contest between socio-economic change and the persistence of the artifact...'

Universities as City Builders

Universities are considered an integral part of the Australian innovation system. They are fundamental in the production, application and diffusion of knowledge. They are the nation's leading providers of training for the future workforce. They generate much of the new knowledge that is essential to the future and they link Australia into global research networks.

Australian universities are also significant contributors to city building.

In history, the contribution of universities to city building is particularly evident - Oxford and Cambridge in England, Perugia in Italy and Leuven in Belgium are cases in point. These universities grew with, were shaped by, and in turn shaped their social and cultural setting. These are exemplars that we continue to look to today.

More recent development the world over has seen a strategic shift in the way that universities seek to connect and engage with the city. Today universities seek to strategically align their research activities with their local economy, and in turn create places and spaces that support knowledge transfer and exchange between researchers, industry and scholars. They seek to differentiate themselves through consolidating the disciplines and activities for which they are already renowned - promoting a global profile yet creating environments designed to attract the best students and researchers to a particular destination. Universities are turning away from the cloistered campus and strive to connect the campus with the city fabric, and perhaps more recently through directly embedding new institutes in the most highly contested places and spaces in the public realm.

Technology

Universities are leading the charge in creating spaces that are responsive to their parallel and profound shift to virtual space.

This shift is creating enormous impact to existing campus fabric – classrooms and lecture theatres planned for didactic delivery are being outmoded by spaces that provide a setting for collaborative

Meaghan Dwyer joined JWA, John Wardle Architects, in 2000 and has been involved in all aspects of institutional, commercial and residential projects, becoming a Senior Associate of the practice in 2005. Her focus in the practice is to understand the complexities of our institutional clients and establishing comprehensive briefing information at the commencement of a project. Meaghan is well versed in creating a bridge between a client's brief and a conceptual design.

Meaghan is currently undertaking a post-graduate Master of Social Science International Urban and Environmental Management at RMIT University. Her course outline is focussed on learning about cities and urban environments. She has been a guest critic at RMIT University and the University of Melbourne in design.

SESSION 5

DISCOVERY RISE - PLOTTING THE FUTURE FOR JAMES COOK UNIVERSITY TOWNSVILLE

Ms Caroline Stalker, Mr Alan Carpenter
Architectus, James Cook University

In the last half century Australian cities, like other first and new world cities, have expanded outwards.....and outwards. The key agents of this expansion have been the perception of limitless land and resources, and the private car. While initially our cities were mixed zones defined by the geography of walking, carriages and horseback, post WW2 cities became discreet 'zones' for shopping, living, working, leisure work, education and entertainment serviced by cars. The notion of a university town was replaced by universities as 'places apart'. JCU's Townsville Campus is one such place apart, having been designed in the early 1960's as a place of "space and clean air – a space where people could relax and think deeply in an Australian Country Atmosphere". Unfortunately the resulting 'pavilions in the park' encourage the development of disciplinary silos and separation from the community.

Since the 1970s oil crisis, increasingly the design and planning professions, and then city administrators have been questioning the city of zoned sprawl. In the 1980s New Urbanism proposed cities formulated as a series of denser mixed use villages organised around a network of public transport, and by the 1990s the planning formulae of the new urbanist proposal had become a popular for redressing sprawl and planning schemes throughout Australia now enshrine more compact, transport-oriented development forms.

In parallel with these developments, universities have found themselves having to reposition themselves to respond to change. Once insular in nature, universities are now commercial enterprises, in charge of their own destinies operating in a competitive environment. In response to these circumstances, universities have sought to mobilise land assets to reconceive their campuses for competitive advantage.

The design for Discovery Rise 'retrofits' JCU as a University Town with great urban spaces where walking and outdoor interaction is actively supported. It creates higher density mixed use hubs where academic and residential life intermingles supporting lively learning and living environments. The development will set new benchmarks for sustainability in energy, water and resource consumption, providing a new model for how universities can become the anchor for the creation of sustainable communities and in turn recreate themselves as magnetic places of exchange.

Caroline Stalker is an architect and urban designer and a Director of Architectus' Brisbane office. Throughout her career Caroline has sustained a strong involvement with all aspects of urban place-making

and urban sustainability. In over twenty years in practice her project work has spanned the design of new towns, urban infill projects, city centres, public spaces, and public and community buildings. Her design work pursues unique solutions that emerge from the special characteristics of places and communities and has attracted both Australian Institute Awards and Planning Institute of Australia awards. Caroline is a member of The Board of Urban Places, which advises the Queensland State Government on design projects of State significance.

Alan Carpenter is the Project Director for James Cook University's Discovery Rise project, which plans to transform the Townsville Campus from a 1960s bush campus to a university town. Prior to his work at JCU he spent 20 years in the mining industry engaged in increasingly complex tasks culminating in the project management of a town development in the Highlands of PNG, a task which provided good preparation for work at the University. His early career was as a land surveyor and subsequently took a degree in economics to round things out.

SESSION 6

CREATING AN INTERFACE BETWEEN FACULTIES AND FACILITIES: A CASE STUDY

Mr Gary Rasmussen, Ms Kerrie Bianchi
Queensland University of technology

How do you promote collaboration amongst business units that are culturally different? Can faculties and a central Facilities Management group build effective partnerships that will lead to positive outcomes?

In 2008, the long planned development of the South-East precinct of the Gardens Point campus of QUT was to become a reality. It would be Science, Technology, Engineering and Mathematics (STEM) focused and include the campus community facilities.

The faculties had been moving toward and visioning development change in pedagogy and process and now the time to implement presented itself as the new Science and Technology Precinct and Community Hub (STP-CH). The aspirations could now become reality. Major facility change provides enormous opportunities for development.

Early works meant major disruptions to entire schools and operational support groups as buildings were decommissioned, laboratories refurbished, major works planned. Faculties were concerned about their ability to focus on the massive task at hand and appropriately represent the needs of their stakeholders.

Facilities Management were challenged with managing the largest building project in the history of the University, with substantial early works encompassing demolition of five buildings, closing down over 1000 teaching seats, relocation of entire schools, laboratories and university-wide commercial facilities. At the same time, design and construction of a new integrated precinct would need to be completed by 2012.

Such a significant project will provide a great boost in university asset, build capacity and transform the student experience on campus. Success would depend on meeting the needs of the University and delivering the quality product on time and in budget.

At the interface, how were expectations of the University's Facilities Management and the faculties to be met?

Understanding everything about the culture of another business unit is hard for an outsider but it's not necessary. What is necessary is learning about issues that are critical for each other's success.

It is unrealistic to expect that we would like everything about the other culture. Accepting that other viewpoints have validity and merit respect is vital for achieving shared outcomes.

Strong collaboration, trust and respect hold the key to success. The authors will describe a developmental journey where two separate organisational areas, with different business imperatives and cultures, are achieving success.

Gary Rasmussen is currently undertaking a three year contract position with the Queensland University of Technology (QUT), Facilities Management Department. His role of Manager, Stakeholder and Communication relates to the development of a new \$230M Science and Technology Precinct at QUT. He has experience in management of the technical services in the Faculty of Built Environment and Engineering at QUT and has undertaken technical reviews in faculties at QUT and in other universities. He has worked in Thailand with AusAID on laboratory and technical development in science and engineering. Gary has a keen interest in developing learning environments particularly in the area of laboratories and active learning and has published papers and presented at Australian and international engineering education conferences and TechNet Australia conferences.

As Faculty Manager, Kerrie Bianchi has led the Faculty Operations Portfolio of the Faculty of Built Environment and Engineering at Queensland University of Technology since 2006. Her Portfolio is the primary provider of professional support to the Faculty, and covers the major organizational units of technology services, space and project management, finance and budget, physical and human resources, information management and health and safety.

With a 20 year background in accounting, management, training and financial improvement across a range of industries including corporate, not-for-profit, state government, TAFE and the University sector, Kerrie has wide experience in resource allocation, client / stakeholder relationship management and service provision. She has a keen interest in ensuring value for money for her clients.

Kerrie is a CPA qualified accountant and holds graduate and postgraduate qualifications in Commerce and Applied Science. Having recently undertaken Prosci's Change Management Methodology accreditation, Kerrie has a re-focused interest in cultural behavior and change management.

SESSION 7

CHANGE: REFLECTIONS BACK AND FORWARD

Mr Trevor Gerdson

University of Newcastle

This presentation reviews the performance of the University of Newcastle's Facilities Management portfolio following the substantial re-organisation of university services that arose from the administrative review and financial difficulties of 2005. A report-in-progress was provided to the 2007 TEMC in Canberra, but with the passage of time, the presentation now addresses more comprehensively the achievements, challenges and changes that have occurred and whether these have delivered the outcomes and efficiencies planned for in the changes of 2005/06.

The transformation of the portfolio and its performance since the restructure will be discussed, as a guide to dealing with change more generally within the sector. This is not only as a one-off major structural change event as occurred in 2005/06, but also in an ongoing sense as the 'normal state' of life in the sector.

Five years on, the presentation focuses on the assumptions and changes underpinning the 2005 Review, and how (or whether) these have delivered organisational performance and added value, and the implications of this within FM. The presentation will also reflect on the gaps and difficulties encountered in implementing massive structural change in such a short time-span, and the strategies adopted in response.

Trevor Gerdson is Director of Infrastructure Services at the University of Newcastle, a role he has held since 2003. He was responsible for managing the Facilities Management portfolio through the change process and the subsequent introduction of new processes and systems without impacting on services to students and staff.

Trevor's background covers 30 years in the education sector, across schools, VET and university systems, first as a teacher, then as manager, project manager, project director and director of FM.

Among several pieces of parchment adorning the wall, Trevor holds an MBA in public sector administration and change management, and is author of many obscure articles, presentations and books on a diverse range of uninteresting topics.

SESSION 8

MANAGING UP: "WITH GREAT POWER COMES GREAT RESPONSIBILITY" (SPIDERMAN)

Mrs Lauren Marsh, Ms Lyndal McCulloch

University of Western Sydney

"Managing up" is the process of consciously working with your manager to obtain the best possible outcomes for you, your manager, and your organisation.

When someone is appointed to a position of manager, supervisor or Department Head, it's usually because they have demonstrated some valuable skills and knowledge suited to that position – it stands to reason however that same manager will probably lack some qualities that form part of effective management and leadership – after all, none of us are perfect.

The function of management is to accomplish work through the efforts of other people. They need to develop and articulate an overall vision for that which must be done, convey that vision to the members of the team, break it down into component tasks and provide direction to accomplish the work. What may not be as well understood is that the reverse is also true. We can't accomplish our work and our objectives without the willing and voluntary cooperation of people over whom we have no direct authority – including our boss!

It's possible your manager is not assertive enough, or may be too assertive. Your boss may not be organised enough or may be on the compulsive side. He or she may know the people side and have weaknesses on the technical side – or vice versa. When you can identify and supply the "missing link", you get more of what you want, need and deserve – and so does your boss!

The first part of this paper will cover the theoretical strategies to help you to "manage up" in the most effective and productive way.

The second part will provide practical examples of how a staff member incorporated those strategies into her day to day workload to optimise the relationship and outcomes with her direct line manager and executive staff she often interacts with.

Lyndal McCulloch began working at the University of Western Sydney in 1992. She undertook A Graduate Certificate in Business Administration at UWS and completed her Masters in Technology Management through the Sydney Graduate School of Management in 2003.

Lyndal has had a number of roles within UWS including Manager of Enrolments and her current role as Manager of Medical School Admissions and Student Support within the School of Medicine based on Campbelltown Campus.

Lauren Marsh began working at the University of Western Sydney in 2000 and has held various positions during that time.

Lauren's current role is as the Administrative Coordinator of the Executive Projects Office and is responsible for managing the Vice-Chancellor's Excellence Awards, Professional Development Scholarships as well as the finances for the Chancellor, Vice-Chancellor and Deputy Vice-Chancellor (Corporate Strategy and Services).

CONCURRENT SESSION E

Tuesday 16 August 2011

1145 – 1235

SESSION 1

TEFMA INTERNATIONAL PANEL

TEFMA has strategic partnerships with APPA, The Association of Higher Education Facilities Officers in North America, AUDE, Association of University Directors of Estates in the United Kingdom and HEFMA, Higher Education Facility Management Association of Southern Africa. These partnerships allow the organisations and their members to collaborate to improve the quality of the facilities management profession in the higher Education Sector.

This session provides an opportunity for representatives from our partners to provide context from their home institutions on current issues and practices facing the sector in their region.



SESSION 2

The Pre-Semester Program: Optimising Graduate Students Transition into a Business School

Ms Rachel Jenzen

University of Melbourne

In 2009, the Graduate School of Business and Economics implemented a Pre-Semester Program (PSP) as a model for optimising graduate students' transition into a business school. The program is an innovative week long, case-based, academic, professional and social orientation program delivered at the beginning of each semester. The program is targeted at pre-experience Masters students and addresses development of soft and study skills, improves academic transition and fast-tracks the creation of a cohort experience. The program was developed following an extensive international benchmarking study and is currently the only case-based pre-semester program of its kind in an Australian business school.

The PSP includes a series of skills based workshops and a case study which functions as a capstone experience by enabling students to utilise their skills and work together in teams to solve a realistic business challenge. Delivered by Faculty academic and professional staff and industry experts, daily workshops are carefully sequenced to help students solve the case study. The workshops also help students build essential skills required for success in their graduate studies including research, presentation, critical thinking and report writing skills, teamwork, case analysis and career development. Student hosts are assigned to each team for support and guidance and a series of social activities are provided to facilitate networking opportunities. The PSP concludes with teams presenting their case solutions to panels of senior Faculty staff on the final afternoon of the program.

The presentation will outline the key drivers for the program, research supporting program design and structure, student and staff evaluation and feedback, outcomes achieved and future developments. Importantly, the way in which the PSP promotes and supports social and inclusion and engagement for GSBE students will be addressed.

Rachel Jenzen is Manager (Policy and Projects) in the Graduate School of Business and Economics at the University of Melbourne. She completed a Master of Arts (History) on Australian-American relations in 2000 and has since gained extensive program management, international advising and marketing experience through her roles as Study Abroad and Exchange coordinator for the University's International Student Services, as Manager of the Study Abroad and Exchange Program for the Faculty of Arts and more recently as Academic Programs Manager within the GSBE. In 2006, she was seconded to the Office of the Vice-Chancellor to work as a member of the Growing Esteem Strategy Office. In 2007, Rachel was awarded Faculty funding to undertake a benchmarking study tour of leading US and UK schools, which led to the development and introduction of the GSBE's very successful Pre-Semester Program.

SESSION 3

REASSESSING SCHOLARSHIP: IMPLICATIONS FOR REWARD AND RECOGNITION OF ACADEMIC STAFF

Dr Kylie Smith

University of Wollongong

The academic workforce in Australia and internationally, is both aging and dwindling. The move of some professional disciplines into higher education has led to an emphasis on pure research as the measure of productivity and significance. This emphasis has given rise to expectations which are often in contradiction to the reality of life as an academic, who must juggle teaching theory and skills with research excellence and professional relevance. This places stress on individuals and on faculties as staff are increasingly expected to perform in multiple roles, and can lead to difficulties with staff recruitment, retention and capacity building.

A new project at the University of Wollongong seeks to address these problems by adapting a system already well utilised in the United States, which would fundamentally change the way in which some schools can appoint, manage and promote staff. Building on the foundations of the work of Ernest Boyer and the Carnegie Foundation for Teaching and Learning, the project will articulate new and expand on existing criteria for promotion across a number of different scholarly functions. Originating in the School of Nursing, Midwifery and Indigenous Health, the project has now been funded to address promotion criteria across the entire University. In this paper, we outline the project, its methods, aims and projected outcomes, and discuss some of the implications for support and management of staff.

Dr Kylie Smith is a research associate and project officer in the Faculty of Health and Behavioural Science at the University of Wollongong. In 2008 she graduated from the Faculty of Arts with a PhD in the psychosocial theory of risk behaviour. Since 2009 she has worked closely with Professor Patrick Crookes, the Dean of the Faculty of Health and Behavioural Science, on a number of projects aimed at improving academic practice and policy in the health sciences.

SESSION 4

ARE YOU BEING SERVED?: A JOURNEY TO PROVIDE STUDENT-CENTRIC SEAMLESS SERVICE IN A MULTI-CAMPUS ENVIRONMENT

Ms Jenny Purcell

ATEM

Generation Y students are confident, ambitious and achievement-oriented, they have high expectations and want flexible schedules, better work/life balance, and are very tech savvy, being plugged in 24/7.

Customer service is an intrinsic part of a successful organisation's proposition statement.

Universities are coming to grips with technologies that meet changing service needs of students. However, the multi-campus environment provides unique challenges for delivering student-centric service whilst providing a consistent level of support to both student enquiries and academic activities across all campuses.

Student administration provided at the Central level versus support to students at the School level raises a complexity of questions.

Following a review of student administration and service delivery at the University of Western Sydney, there was a groundswell of negative responses from Colleges and Schools to the consultant's recommendation of introducing a model that would direct all student enquiries to Student Central in the first instance: a model

that would require movement of administration staff from Schools to Student Central and the introduction of a CRM to case-manage student enquiries.

The University's Executive considered the responses and agreed to the appointment of a project manager to undertake a further review and ultimately to develop the most appropriate model of seamless student service delivery and also consider service delivery to academic activities.

This paper discusses that project and will explore the journey, including the background to the Review, the processes used throughout the Review, the key recommendations and subsequent implementation of those recommendations. It will look at the barriers and enablers, and the lessons learned along the way.

Jenny Purcell has worked at the University of Western Sydney for 16 years with experience across Schools, Divisional Units, and roles directly supporting the University's Executive. Prior to joining the University, she had extensive experience in both the public and private sectors. Jennys substantive role is as School Manager with the School of Communication Arts.

Jenny is currently seconded to the role of Project Manager with the Executive Projects Office. In 2010 Jenny was responsible to undertake a review of administration support to academic activities and to propose a model of support to student enquiries. Jenny is currently implementing the recommendations of that review.

SESSION 5

CASE STUDY: IMPACT OF A MAJOR CHANGE INITIATIVE ON A TEAM OF CHANGE-AGENTS

Mrs Rebecca Crosbie, Ms Janice Burmaz

Curtin University

Universities are in a constant state of flux. In recent years there has been rapid growth and change to internal business processes and the way this is conducted. Change is inevitable. Most literature is based around the impact of change on the people affected or the process itself, not on the change-agents.

This paper aims to reflect on the lessons learnt from the impact of a major change initiative on a team of change-agents.

Staff tend to be concerned when words such as "new system", "change management" or "management decision" come up in casual conversations or in a message from a vice-chancellor. This case study highlights some life-long lessons (and a few minor grazes) for a team of change-agents to use for the future.

As one of the change-agent areas within Curtin, the Organisational Development Unit (ODU) is often tasked with the rollout portion of a project including project management, coordination and in most instances developing and facilitating training. In this case, ODU was given the responsibility to lead the implementation phase of a new system, including developing and delivering appropriate training – which seemed simple at the outset. However, a perfect storm was approaching for which we were mildly aware and prepared.

ODU became involved at the mid stages of a new system rollout which was to affect most academics and some general staff. ODU was aware of: the need to rapidly roll out the new system in accord with strict timelines; that the Unit's minimal involvement in prior discussions on policy or background and the need to get up to speed quickly; the need to address the resourcing, expertise and workload implications that would affect the ODU team.

The tide slowly crept in -there were upfront delays due to EBA negotiations for which ODU had no control; a major change in executive management and the project sponsor; a new project team; a difference in working relationships/personalities within the

team; and varying understandings of the project from all involved. Most observers wondered if this was a 'wipe-out' waiting to happen, this didn't!

As a result of the team's reflection on this change initiative positive outcomes arose including a renewed energy and passion for the Units change-agent role and its need for earlier involvement with University change management. Although no broken bones the ODU team is more robust with only a few fading scars left to remind us of what has passed. Individual team members also grew, both personally and professionally, at different levels throughout this process.

Though this project is still ongoing, a university-wide approach to change management would be great. The authors believe an effective communication strategy with more team and area cross collaboration will ensure early establishment of good change management practices are instilled in future projects.

This paper focuses on how the ODU team navigated through the stormy waters of a major change initiative within Curtin. It examines its preparations, the impact on the ODU team and the lessons learned – scars and all.

Rebecca Crosbie is a new consultant within Organisational Development at Curtin University, focusing on the development of general staff. She has a background in administration, human resources and recruitment within the Mining and private sectors. Rebecca has a passion for helping staff to develop their skills, knowledge and experience to help them with their professional and career development. She has completed a Graduate Certificate in Business and Diploma of Management as well as numerous short courses.

Janice Burmaz commenced at Curtin in 2000 as Office Administrator with the Planning Office. She moved on to become Program Coordinator for the Leadership Development and Women's Programs. In 2007 the Organisational Development Unit was formed and she became one of the Consultants within this unit. She has a varied portfolio however the main areas are around supporting organisational development and change management initiatives including leadership and management development for professional staff, general staff skills based training and more recently, academic pathways project, mentoring and advancing senior women at Curtin initiatives. Janice also facilitates in-house training include performance management and recruitment & selection workshops as well as the odd "team development day or three. Janice has a Diploma of Teaching (Primary) and a Graduate Certificate in Business (with Leadership and Management). Prior to working at Curtin, Janice was a primary school teacher and worked for various WA Government departments and private institutions.

SESSION 6

LEADERSHIP LESSONS LEARNED FROM THE 'WINDS OF CHANGE' ... YASI, A CASE STUDY

Ms Hilary Langford

Oliver & Langford Organizational Consultants

Someone once said People don't resist change. People resist being changed!

But every day in organizations, we are being changed! Change is imposed on us. It is rarely our idea, yet we are expected to cope.

The recent Tropical Cyclone Yasi was a dramatic example of people being changed! People did not want this cyclone to happen. People were frightened. They did not know if they could cope. So Queensland leaders had to prepare them for 'the change' that was impending, and support them through it.

This is exactly what happens time after time in organizations. Typically, change is imposed. Once again, people don't necessarily want the change to happen. People are frequently frightened. And they don't know if they will be able to cope. Yet, in organizations, leaders are often unaware of the need to prepare people for the impending change, and they often fail to support their staff through it.

This paper compares leadership during Cyclone Yasi with leadership that frequently occurs in organizations, and identifies what is required for successful transition through imposed change.

Hilary Langford established Oliver & Langford Organizational Consultants in 1984. Since then she has developed a formidable reputation addressing the people-aspects of organizational change in the public, private, academic, sporting and community sectors in all Australian states, as well as in NZ, PNG and the UAE.

She has worked with staff from more than 30 universities in Australia, NZ and SE Asia. In 2005, she received ATEM's President's Award for 'recognition in educational administration and outstanding contribution to ATEM.'

SESSION 7

DEVELOPING RESILIENCE: EXPLORING THE INFLUENCES OF SELF EFFICACY AND THE PSYCHOLOGICAL CONTRACT ON ENHANCING A POSITIVE PERCEPTION OF CHANGE

Ms Barbara May

University of Auckland

The challenge managers have struggled with for decades is how to increase positive and reduce negative behaviour when organisational initiatives bring about change to workloads and the workplace environment. Managers are frequently expected to also lead and encourage staff to cooperate and move forward in support of change. From past experience, all managers will acknowledge that individuals present diverse responses when affected by change, leaving some with a sense of disempowerment that pre-disposes negative behaviour. Building a positive workplace culture of empowerment is dependent on the extent to which individuals have developed an effective level of personal resilience. Resilience grows through developing the ability to rebound from adversity in a positive manner, and to have the ability to identify, assess, and resolve problems. Individuals who have developed an effective level of resilience tend to approach and adapt to change in an increasingly positive manner. The result of this is that they are able to develop a stronger sense of coping and/or managing themselves (empowerment) through change rather than focussing only on the increased complexity or volume of tasks. Therefore, one positive option to increase desired responses towards change initiatives is to develop an environment where individuals can build effective levels of resilience.

The first step to growing levels of individual resilience, is to gain an understanding of intra-personal beliefs upon which each of us act. For example, the perceptual construction of self-efficacy and the psychological contract are two major influences on how we behave. Self-perceptions of efficacy are based on judgements of value and ability in comparison with others. These judgements are influenced by the content of the personally constructed 'psychological contract'. The psychological contract is developed and held within the mind as an unspoken understanding regarding expectations within the relationship between self and other(s), e.g. the organisation, the manager, the colleague. While it is not possible within the limitations of this session to explore social and psychological processes to great depth, it is possible to introduce these concepts and gain an understanding of how they strongly influence an individual's behaviour in response to change, and to support the growth of resilience within your work environment.

Barbara May has worked in the education and science sectors for 24 years, including 12 years in tertiary management positions. Barbara completed her MBus (First Class Hons) in 2008 as a mature student. However, realising that ongoing success is greatly enhanced by utilising accumulated experiential knowledge she now focuses on managing and leading professional staff through the development of a culture of resilience – individual confidence and group effectiveness.

Barbara has experienced numerous organisational restructures and concludes there is no one right way to implement change. This experience highlighted that resilience developed through skills and knowledge emerges as a major contributing factor that increases an individual's ability to adjust and remain productive. It is from this background that Barbara will be offering some suggestions on developing a workplace culture of resilience in an effort to minimise negative perceptions inherently bestowed upon organisational change initiatives.

SESSION 8

“HERE’S YOUR DESK - OFF YOU GO”: A CASE STUDY IN INDUCTION OF PROFESSIONAL STAFF

Mr Mark Hatwell, Ms Cathryn Bunney
ATEM, Monash University

The scene: suburban Melbourne, 2007, a large decentralised tertiary institution. A staff member has come to the end of her first week in her new administrative job. She has been adequately informed of who to approach for IT support, which public holidays she won't get, where the recycling bins are, how to access counselling services if her cat dies, the names of the deputy vice-chancellors, how much to pay for a spin class at lunchtime, who can park in which car spaces, where to get the best coffee on campus, what the total research income of the university is, where to gather if there's a fire, and why she shouldn't abuse her workmate for being a Collingwood supporter ... but something is missing. She wants to feel fulfilled in her work, and the answers to these questions will help:

1. Why do I have to do the job that I do?
2. How does my job impact on other areas of the organisation?
3. Where does my job fit into the big scheme of things?
4. What happens if I get it wrong?

This presentation tracks the development of an induction program for staff working in student administration, from the point of identification of the knowledge gap in 2007, through to the continued maintenance and delivery of what has become a highly popular and successful internal training workshop that runs three times a year.

These workshops lead participants through the annual cycle of student administration activities, emphasising the interconnectedness of processes, introducing the government legislation and institutional policies overseeing and underpinning our daily tasks, and endeavouring to provide staff with a sense of where they, and their colleagues, fit into the university-wide big picture. The program also aims to facilitate greater levels of consistency in student administration approaches across the institution's eight campuses and ten faculties.

The workshop is now being tailored for delivery sector-wide through ATEM, and the challenges involved with this expansion will be explored.

Mark Hatwell abandoned careers as a linguist and music teacher to work in project roles in Victorian state government departments from 1995. He has since worked in two universities at central and faculty levels, in roles relating to policy, compliance, curriculum data management, publications, and management of student administration functions such as admissions and enrolments. Mark is also a facilitator of the ATEM Institutional Policy Network and co-author of the ATEM best practice policy guide launched at TEMC 2010.



CONCURRENT SESSION F

Wednesday 17 August 2011

1030 - 1120

SESSION 1

SPACES TO LEARN IN: THE CHALLENGE OF LEARNING SPACE DESIGN TO VOCATIONAL EDUCATION

Dr Helen Anderson

Manukau Institute of Technology

For many hundreds of years the idea of a classroom has been largely unchanged. Classrooms are recognisable across the centuries in art and literature and in the work of the diarists of the day. A significant shift has occurred in recent years where the concept of "classroom" has been challenged. This has been seen in the compulsory sector in moves to learning commons approaches, in tertiary education in the greater infusion of interactive learning technology and across both in the development of pedagogies that require active, authentic engagement with learning rather than passive receipt of information.

In polytechnics there is an interesting binary where the authentic, active and contextualised learning occurs in "learning spaces" that are not traditional classrooms but designed to bring all the elements of the relevant industry to mind, hence, teaching kitchens, model workshops, laboratories, clinical practicum, teaching

practicum and others. However, there are still many learning spaces that are recognisably "classrooms" and the question to be asked is "How can learning spaces best support the learning outcomes of our programmes?" Rather than have the classroom constrict and drive a particular kind of "stand and deliver" approach to teaching it may be time for polytechnics and other tertiary institutions to consider what design features of learning spaces might best support learning for effective workplace participation given the absence of workplaces that require the skill of sitting and listening in a large group and the more common workplace features of team work, problem solving, communication, decision making, global connection and applying a rapidly changing skill set.

This paper considers the possibilities of learning space design elements supporting learning outcomes through a visual traverse of a series of projects the author has been engaged in to bring innovation to the design of new "classrooms". The paper will link learning outcomes and lecturer behaviours to specific elements of furniture layout, space construction, learning technology, built elements, room orientations and themes of vocational authenticity.

Helen Anderson is the Academic Director of one of New Zealand's largest polytechnics and an education researcher. She has been working with new, refurbished and reconstructed learning spaces to challenge the long held concept of a traditional classroom. Her work focuses on using the learning outcome as the driver for learning space design.



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We have also received in excess of 50 QMBA awards including in 2009 the Association's pinnacle award "State Project of the Year" for a luxury resort at Port Douglas valued at \$31 million and in 2008 the "State Project of the Year" for a luxury high-rise at Coolangatta valued at \$77 million.

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SESSION 2

LEFT SIDE + RIGHT SIDE – A COLLABORATIVE DESIGN OUTCOME AT THE MELBOURNE BRAIN CENTRE

Mr Neil Appleton
Lyons

The human brain is an extraordinarily complex organ made up of distinct parts - most of them understood in simple abstract by the common layperson. Often the brain is characterised as having a left side and a right side representing different characteristics of the human physiology and psychology. In effect the bringing together of all of these parts and characteristics is what makes a human, in all its complexity. All of these parts in some ways 'collaborate' to make us what we are.

The new Melbourne Brain Centre at the University of Melbourne and Austin Hospital is an extraordinarily complex facility not least due to the diverse range of organisations and individuals who will be accommodated within this super-collaborative think-tank.

Bringing together 700 scientists from University of Melbourne, Neuroscience groups across a range of Faculties, the Florey Research Institute, Mental Health Research Institute, Brain Research Institute, the National Stroke Research Institute and the Austin Hospital into the new 'Melbourne Brain Centre' has the potential to redefine collaborative scientific research environments.

Each one of these organisations is headed up by a number of extraordinary scientific leaders who would usually be competing for the same research dollar, either via government or philanthropic grants. The premise of the MBC is that their separate strands of research will now connect to create new paths of scientific endeavour into brain research.

Lyons, architect and principal consultant for the MBC, posited that the best way to approach this problem of creating a highly collaborative research environment, was to undertake a highly collaborative briefing and design process – in effect, engaging with a diverse range of users from many perspectives. Fundamental to the success of this project was creating a shared vision for these groups as a framework for the collaborative design process to proceed - so the design outcomes gain wide ownership amongst the users.

Neil Appleton, Design Director for Lyons on the Melbourne Brain Centre, will provide a detailed account of the collaborative design process and outcome of the 3 years of collaborative design endeavour undertaken by the whole project team to make this extraordinary collaborative facility.

This presentation will map the collaborative process from start to finish including:

- Turning a concept design competition scheme into an 'open design' project
- Two sites (University of Melbourne and Austin Hospital) – one organisational concept - one identity
- Vision scope workshoping – strategic direction setting
- Area schedules for a collaborative facility - allowing for soft science space
- 'Hunting and gathering' information in parallel with the envisioning process
- A 'vertical slice' design workshop process to gain cross sectional organisational ownership
- The design refinement process – schematic design and beyond
- Post novation team work
- User group walk-throughs prior to completion.

Neil Appleton is a design Director of Lyons and holds a Bachelor of Architecture and Master of Architecture (RMIT University).

Neil is a recognised innovator and thinker in the field of research and educational environments demonstrated by his design leadership on a

number of state-of-the-art collaborative university facilities:

- Melbourne Brain Centre, Melbourne University (\$161m)
- New Horizons Centre, Monash University (\$141m)
- John Curtin School of Medical Research ANU (\$135m)
- School of Medicine UWS (\$51m)
- Colleges of Science/Chemistry ANU. (\$200m)

A leader in the delivery of Lyons collaborative design process, Neil facilitates stakeholders in strategic workshops to maximise their input during the design phases of projects. He has specialist expertise in the urban design, new learning environments and flexible laboratory planning and retains a high profile in a teaching role within the undergraduate programs of RMIT.

SESSION 3

SPECIAL CONSIDERATION - THREE YEARS ON FROM CENTRALISATION

Ms Rosemary Marshall
RMIT University

RMIT University centralised Special Consideration applications and assessment of these in 2007. The intention was to provide students with consistent and equitable outcomes and to remove any impact on the teaching relationship between academic staff and students. In 2010 the University introduced an online application process so that students could apply for special consideration via the web. The past three years have seen many challenges and this workshop will share some of the lessons that we have learnt.

- What did we achieve?
- What challenges did we face?
- What did we learn along the way?
- What for the future?

Since the special consideration process has been centralised, we have collected data which is providing some insight into the process and how it is working for students and schools.

The workshop will consider some of the following issues:

- Overcoming pockets of resistance to centralisation
- Identifying repeat applicants – how best to support them?
- Refining documentation requirements
- Fraudulent documentation – how do we deal with it?
- Interactions with medical and health practitioners who provide supporting documentation
- Can school staff learn anything from the number of applications submitted for a particular assessment?

Special consideration policy and procedures at RMIT are under review at the time of preparing this paper, and key issues arising from this review will be discussed.

Rosemary Marshall is the Manager of the Assessment Support Unit at RMIT University. The unit was formed in 2007 and is responsible for special consideration, academic progress, publication of results and HESA remissions on behalf of the University. Since commencing at RMIT in 1997, Rosemary has held various student administration roles in schools, faculties and colleges before the centralisation of student administration in 2005 when she became a member of the Academic Registrars Group. In 2003 Rosemary was awarded the Francis Ormond Medal by RMIT in recognition of meritorious service to the University. She has a background in general administration, nursing and midwifery.

SESSION 4

THE EMERGENCE OF THE “BLENDED PROFESSIONAL” WITHIN THE “ACADEMIC HEARTLAND”

Mrs Mary Street

University of Wollongong

Twenty years ago there were very clear boundaries between what was determined as administration and academic roles within universities. The majority of literature on these roles to date has been fixated on an ‘us and them’ divide between academic and general staff, an ‘upstairs/downstairs mentality’ or a perception of administrators as the ‘invisible workers’ (McInnis, 1998, Gornall, 1999, Sekeres, 2004). Drawing on research by Dr Celia Whitchurch on the rise of a ‘blended professional’ in higher education and accompanied by a small mapping exercise of senior Faculty administrators within the University of Wollongong, NSW, there is evidence to suggest that ‘blended professionals’ have emerged within the ‘academic heartlands’ and these new professionals are at the forefront of new forms of management and leadership within higher education. This paper suggests there is evidence that this relationship is being reconfigured through the way universities and their faculties are responding to change. The implications for management and leadership are examined using Heifetz’s framework for ‘adaptive work’ and Fullan and Scott’s Leadership Capability Framework. A new context is identified in which these new professionals operate and through their now optimised contribution to the university they identify as a valuable asset essential for the institution’s efficiency.

Mary Street has close to 20 years of administration and professional experience within the tertiary education sector. Mary has a Bachelor of Arts degree majoring in Education and English Studies and also a Master of Business Administration from the University of Wollongong. In her roles as Faculty Officer/Manager, Mary has developed and implemented many changes including many operational process improvements and various initiatives to enhance staff skills in order to achieve faculty and organisational goals. As a senior administrator, Mary is constantly seeking ways to foster a dynamic work environment, promote high quality administration and promote continuous improvement. She has recently taken a secondment as Operations Manager, with Careers Central at the University of Wollongong and will complete her Masters of Tertiary Education Management with the L H Martin Institute in Melbourne later this year.

SESSION 5

LIFE CYCLE COST ANALYSIS - BEYOND BACKLOG

Mr Sam Ragusa

Ragusa Asset Management

While the concept of Life Cycle Modelling has been acknowledged for many years, the practice of Life Cycle Modelling has been largely confined to academe and assessments of life cycle maintenance and operating costs have been few in practice.

The literature indicates that while the theory is useful for organisations to make decisions about alternatives in design or about the long term maintenance and operating costs of a facility there is little coherent asset management information which is formulated systematically or tested by experience.

Work done from the mid-1980s to the mid-1990s was produced by a few individuals and organisations. The driver was the result of the huge boom in construction in the universities in Australia in the 1960s as the first wave of “baby boomers” demanded higher education. The rush for new buildings often resulted in poorly

designed buildings with little regard to life cycle costs but with emphasis on reducing the first time construction cost.

Capital Funding Sources (usually specific Government grants) were disconnected from Maintenance and Operating Funding Sources which had to compete with budget demands for academic staff salaries, library books and scientific equipment.

By the mid-1980s, these buildings were close to the end of their Economic Life and little if any provision had been made for their renewal or replacement. While the work generated some interest, little changed in the way provisions were made for maintenance costs other than an acknowledgement that recurrent provisions were inadequate.

More recently, Life Cycle Modelling has re-emerged because of Public Private Partnerships (PPPs) which usually require the proponent to be responsible for the design, construction, and the operation and maintenance of the facility for 25 to 35 years (or even longer for infrastructure). The financiers and operators are anxious to ensure the risk of operation and maintenance is eliminated or, at least, mitigated.

In the tertiary education sector there has been another wave of development funded by the Commonwealth Government which is not necessarily matched with maintenance and operating funds in grants or from the institutions’ own resources. Using Life Cycle Cost Analysis can at least highlight the need for maintenance and operating funds into the future rather than simply using Condition Assessments to detail the sins of the past.

The presentation will show how some organisations, in the education and other sectors have been able to use Life Cycle Cost Analyses to present future needs extending over twenty five or thirty years for individual buildings or for a portfolio of assets.

Sam Ragusa is Director of Ragusa Asset Management and works with Aquenta Consulting as Senior Facilities Consultant. Sam was Director of Facilities Management at Griffith University from 1978 to 2007 and previously Principal Engineer.

Sam is an Emeritus Associate Member of TEFMA and a past president of AAPPA.

Sam Ragusa provides advice on Strategic Asset Management. He has particular skills matching the facilities requirements to the strategic needs of the organisation including needs analysis, space planning and management, planning for and the delivery of specialist facilities for teaching, research and administration.

Sam has thirty-five years experience working in facilities management, planning and construction and has been involved across the whole range of issues which confront practising facilities professionals.

Expertise includes Strategic Asset Management; Facilities Planning and Management; Space Planning and Management; Life Cycle Cost Analysis, Condition Assessments, Maintenance Reviews; Maintenance Specifications; Contract Management; acting as Principal’s Representative.

SESSION 6

DISTRIBUTED LEADERSHIP: WORKING TOGETHER TO RIDE THE WAVES: THE SELF ENABLING REFLECTIVE TOOL (ASERT)

Professor Sandra Jones Dr Marina Harvey, Associate Professor Geraldine Lefoe, Dr Annette Schneider, Dr Kevin Ryland

RMIT, Macquarie University, University of Wollongong, Australian Catholic University

The contribution of the Higher Education sector to change in the complex and ambiguous environment in which it operates has led to many different models of leadership being trialled in the sector over the last decade. The importance of developing an appropriate model is indicated by numerous calls on the sector to provide leading edge change in order to graduate students with skills for industry (Employability skills for the future, 2002). At the same time the sector has had to accommodate reduced government financial support. While multiple theories abound about leadership outside the Higher Education sector, it is claimed that leadership in Higher Education is different as it exists in a highly specialised and professional, less hierarchical environment. This has led to much discussion about what constitutes leadership in Higher Education and how to build systematic, multi-faceted collaborative leadership capacity (Marshal 2006). Two principle concepts being explored are Institutional leadership – a structural model that focuses on how to develop the skills, traits and behaviours of individual leaders, and a distributed model that focuses on how activity theory (Engestrom, 1999) can be used to explain the interplay between subjects, objects and instruments, rules, community and division of labour (Bolden, Petrov, & Gosling, 2008; Bryman, 2009; Harris, 2009). The object of this presentation is to explain how the Action Self Reflective Enabling Tool (ASERT) that has been developed from the experience of four Institutions in introducing a Distributed Leadership (DL) approach through projects funded by the Australian Learning and Teaching Council, can be used to assist Higher Education institutions to evaluate their capacity to engage with a Distributed Leadership approach to build leadership capacity. The presentation will introduce the Distributed Leadership Matrix developed from reflections of participants in the four Distributed Leadership projects, before explaining the ASERT that has been developed as a means to identify action required to support a Distributed Leadership approach. The ASERT places emphasis on the importance of action by many people, from senior executives to academics and administrators actually delivering learning, working collectively across the institution for a Distributed Leadership approach.

Professor Sandra Jones is both a discipline expert and a practitioner in leadership and an experienced leader in Learning and Teaching at RMIT. She has undertaken multi-levels leadership roles including as the University Director of Learning and Teaching, the Business College Director of Teaching Quality, the School of Management Deputy Head, a Program Director for both undergraduate and post graduate programs and a Course Co-ordinator. Professor Jones has been the Project leader in several Leadership Projects funded by the Australian Learning and Teaching Council.

SESSION 7

THE CHANGING NATURE OF HIGHER EDUCATION IN SINGAPORE

Ms Vicki Drewe, Daniel Lim

University of Newcastle

With the Singapore Economic Development Board's idea of a global schoolhouse in 2002, we have been seeing the transformation of Singapore into an international education hub offering a diverse, distinct mix of quality education.

The question, how did we get involved in this ever changing educational landscape?

The University of Newcastle has been part of the higher education landscape in Singapore since 2001, offering its degrees through a partnership with a private educational institution (PEI), PSB Academy. During this period, the partnership has expanded with a greater range of degrees being offered, to its current position with 2000 students studying our degrees through PSB. The University has recently entered into a partnership with another PEI, Singapore Accountancy Academy (SAA) and the first intake of students will be shortly.

A number of changes in the Singapore private education industry have arisen over the past decade, most recently, the establishment of the Council for Private Education (CPE) in December 2009, which has been empowered to regulate the private education sector in Singapore. This industry shakeup has created opportunities for quality institutions such as the University of Newcastle, to cement its position and further expand its operations.

The higher education sector in Singapore has also seen the introduction of a different model to provide an industry-focused university education, named the Singapore Institute of Technology (SIT). The establishment of SIT was announced in May 2009 and it represents a unique tripartite collaborative model, responsible for planning and implementing degree programs offered by reputable overseas universities in partnership with the five polytechnics.

Other changes in the higher education landscape include the establishment of Singapore's fourth public University, Singapore University of Technology and Design (SUTD), which will open in April 2012. Another venture is a new medical school that will be established at NTU in partnership with Imperial College London. And recently, came the announcement of Singapore's first liberal arts college, a collaboration between Yale University and NUS.

The Republic's national policy to import education will remain at least over the next few years but the question for the future is, will we ever see a satellite NUS campus in the Dubai's Academic City, an ANU- NTU collaboration in Australia or a LSE-SMU partnership in the UK? In other words, will we see Singapore getting to the point where it may export education?

Vicki Drewe is currently Academic Registrar at the University of Newcastle's operation in Singapore where she has been based for 3.5 years. Vicki has over eight years of experience working in senior administrative positions including those of Faculty Manager and Director, Student Administration at the University of Newcastle campus in Australia.

Daniel Lim is currently the Marketing Manager at the University of Newcastle subsidiary in Singapore. Having joined the University about a year ago, Daniel has spent half a decade working in a Visual and Performing Arts School in the areas of global marketing and recruitment. Daniel was recently published in Today's Manager Feb-Mar 2011, a bimonthly business magazine.

SESSION 8

CAKE, BEARS, & SINGING- OR KEEPING PROFESSIONAL STAFF MORALE POSITIVE IN CHALLENGING WORK ENVIRONMENTS- ONE MANAGER'S REFLECTIONS

Aileen Alexander

ATEM

The main work of the Academic Governance Unit at RMIT University focuses on discipline, exclusions, appeals and high risk complaints. This team comprises of seven amazing people who bring an exceptional level of expertise, empathy and professionalism to circumstances which deal with student life when things go wrong.

The team are responsible for responding to high risk, complex and at times contentious matters that cross all levels of the organisation and external bodies such as the Victorian Human Rights and Equal opportunity commission, Ombudsman Victoria, and the Victorian Civil and Administrative Tribunal.

The work is challenging and often involves dealing with distressed on and offshore students at the pointy end of discipline action, exclusion due to unsatisfactory academic progress, and the final stage of a tiered complaint process.

The cycle is relentless for the team with little "down time", and limited ability to control the flow of work requiring adherence to strict deadlines. The team can experience highs and lows throughout a normal day, successful disentangling of challenging issues resulting in a positive outcome or, sadly, written and verbal abuse when things don't quite go as the complainant anticipated.

As the manager of the Academic Governance Unit the challenge of leadership is to provide a working environment and culture that is safe, supportive and fun while allowing professional expertise to flourish and develop.

This presentation will reflect on this leadership challenge and share experiences and reflections on what makes this team working environment in the Academic Registrars Group particularly coherent and such a close knit group of colleagues.

Leadership starts at the top and we are fortunate to have a Leader in the role of Academic Registrar that models Parabolic Leadership in her daily interactions with staff.

This paper will explore the beginning implementation of this model with the team, share models of practice in the context working with high performing people, and propose that sometimes cake, singing, bears and a compassionate set of ears are sometimes all the tools a manager needs to best support staff in a demanding university work environment.

Aileen Alexander has over 23 years experience in both clinical services provision and as a public Health Administrator, in a range of settings including Acute and Sub acute Health, psychiatry community and Emergency critical care, Department of Human Services and most recently in the Tertiary Education Sector.

Aileen's management experience has been in a range of Senior Executive roles, as the Executive Director of Allied Health in Psychiatric Services, and most recently in the role of General Manager prior to her career change to immerse herself fully in the management of staff in the Higher Education sector.

Aileen undertook to build on her clinical expertise by undertaking a Masters of Business Leadership and was became interested in University administration after her experience as a sessional lecturer as an industry expert focussing on Organisational Behaviour and Leadership.

Through her experience in the health sectors where demands for services usually outstrips the services available, Aileen was responsible for the management of many different professional work teams including medical, nursing and allied health staff and most recently the leadership of a team of professional staff.

Aileen was an active member in the Australian College of Health Services Executives and is looking forward to making a similar contribution to the work of the Association for Tertiary Education Management in the future.



CONCURRENT SESSION G

Wednesday 17 August 2011

1125 - 1215

SESSION 1

THE CHALLENGE OF DESIGNING AND DELIVERING PHYSICAL CONTAINMENT (PC) LABORATORIES

Matthew Dalmau

Cockram Construction

An ageing population, rapid advances in health sciences and in research techniques are seeing tertiary institutions across the country having to redevelop or construct afresh a variety of research laboratories, built to high standards. Chief among these is the 'PC' lab – short for 'physical containment' laboratory.

This presentation by Matthew Dalmau, Australian General Manager of Cockram Construction, provides the tertiary FM sector with an insight into the types of PC laboratories and the issues which will drive their design and construction. This is a sophisticated field but the presentation is designed to suit the lay person. Its main focus is to highlight key decisions which users must make (and when) and to inform facility managers of the mistakes and errors which have to be avoided in the delivery of these facilities. In many cases, failure to obtain official certification due to design or delivery errors can render the entire laboratory unusable, and remedies may not be available.

The presentation will combine the regulatory aspects of PC lab certification with design and delivery insights based on case studies. It will include pictorial examples of projects which have gone wrong, and examples of near misses.

As Director and General Manager Matthew has overall responsibility for the Australian divisions within Cockram Construction. What Matthew brings to this demanding role is a knowledge and experience base, drawn out of in excess of twenty years of commercial construction experience. Joining Cockram Construction in 1986, Matthew gained extensive administration and practical on-site experience with the completion of large, complex projects with staged occupation requirements. This hands-on experience at a variety of complex commercial, pharmaceutical, healthcare and laboratory projects means he can provide technical assistance to the site-based teams, as well as corporate support and direction.

Matthew often states that his key role is to ensure the strategic direction of the company is met by fostering a company culture based around a set of values that have safety and the customer as central tenets.

Matthew has built a reputation with leading industry participants based on delivering complex pharmaceutical, health and related projects. These relationships and networks are based on trust, fair dealing and open communication. He is available to any Cockram Construction client and is willing to assist as required to ensure clients needs are met or exceeded.

SESSION 2

FROM VISION TO REALITY – THE MELBOURNE BRAIN CENTRE - THE PROJECT MANAGERS PERSPECTIVE

Mr Alan Findlater

DCWC

The \$180m Melbourne Brain Centre at Parkville will accommodate three medical research organisations; the University of Melbourne neuroscience and developmental biology groups, the Florey Neuroscience Institute (FNI) and the Mental Health Research Institutes (MHRI). It will be occupied by 500 scientific staff, and will include six levels of intensive laboratories and office space with four levels of parking below, the DAX art gallery, auditorium, MRI facilities and airtight PC3 Laboratories.

The building has achieved a 5 Star Green Star Design rating under the GBCA Education V1 rating tool. The building's "green" features include a highly efficient ventilation system: office area will operate on a mixed-mode system and economy cycle and openable windows will provide outside air into the space when ambient temperatures are suitable. A weather station will record outdoor conditions, and the information provided by it will allow the building to determine its ideal operating mode to minimise energy consumption.

The facade of the building is key to the building's green credentials. The facade will reduce heat gain through a combination of precast concrete spandrel panels for thermal mass, double glazing to minimise heat transfer and sunshades designed to intercept direct sun the during warmer months of the year. This passive design also assists in reducing the demand on the ventilation system all year round.

The building is designed to minimise its use of grid-based electricity through its co-generation plant, which provides electricity to the building using natural gas as its fuel source, reducing emissions by approximately half those which would occur if grid base electricity was used. The roof will act as an extensive catchment area, providing rainwater to a 50,000-litre tank located in the basement to be used for toilet flushing and irrigation.

Apart from the facade, the project has presented other challenges. The early handover of the basement car park meant that construction was occurring in tandem with continual public access onto and off the site, and there have been additional public safety challenges given that the site is within an operating university campus.

The project is adjacent to one of Melbourne's largest arterial roads, so works have had to be coordinated to ensure that the roads are able to operate as normal. There are also logistical issues involved in working in close proximity to the heritage listed elm tree on Royal Parade and protected plane trees within the university grounds. It has been necessary to continually monitor the trees to ensure their survival.

Alan Findlater, Project Manager for DCWC on the Melbourne Brain Centre, will provide an account of some of the key defining moments in the delivery of the project.

This presentation will cover a range of topics including:

- Effective project governance for a multi-stakeholder project
- Managing budget constraints
- Selecting an appropriate procurement strategy
- Selecting the right builder
- Achieving GBCA 5 Star Green Star for a laboratory

Alan Findlater has over 25 years international and local experience in major complex projects in both a professional project management capacity and in a design and construction capacity.

Alan's experience with major contracting organisations equips him with a balance of skills and experience to ensure the effective overall leadership of major complex projects.

Alan is the Director in charge of the Melbourne Brain Centre Project.

SESSION 3

THE LEARNING ENVIRONMENT CHALLENGE

Ms Ruth Wilson
Architectus

Can where you learn effect how you learn?

Can a better environment promote better learning?

The common consensus is yes and at the University of Melbourne a space has been dedicated to the exploration of these themes. The brain-child of Associate Professor Peter Jamieson, the 'Learning Environments Spatial Lab' (LESL) is:

part 'circus space' – supporting multiple, parallel activities;

part 'theatrical set' – being adaptable and the transparent in its operation ;

part 'design laboratory' - enabling ideas to be transformed into three dimensional form;

part 'domestic garage' – reflecting the wide demands placed on it and the overall sense of it being a durable work space.

LESL is intended to make problematic a host of matters relating to the design of classrooms, in order to challenge users of the space in regard to their own thinking about what a classroom 'can' be. Therefore, LESL makes problematic issues such as the use of 'colour', 'materials', 'classroom orientation', 'collaborative learning group size', 'collaborative table shape and height', 'integration of technology', 'division of space in shared settings' and 'provision of working surfaces for students'. It is not about presenting users with an 'answer' to these issues which we are advocating they duplicate; rather it is a matter of raising these issues in a setting where they can experience them directly.

A visitor to the LESL might encounter a range of simultaneous activity – separated partially or in full by dividing curtain and/or folding panels – including a small group discussion around a large kitchen table; a mock portion of a classroom set-up to model the use of a new audio-visual device for small group learning; and a design team creating cardboard templates of proposed tables for small-group learning. On another occasion, the visitor might find the entire floor space is laid out as a possible configuration for collaborative, team-teaching in a distinct disciplinary field (e.g. Physics) for a class of 42 students. The use of the LESL in this way can be 'programmed' over an intensive period to replicate real-life, timetabled classes for trainee teachers. Alternatively, the visitor might find part of the LESL given over to the display of various, competing furniture types at one end of the facility, whilst at the other end a commercial supplier of information technology is demonstrating the company's latest presentational devices for classrooms.

In an old gymnasium within the heart of a 1930's heritage listed building at the University of Melbourne, Architectus have created a truly flexible and adaptable space where educators, designers, facility managers, clients, end users and students can explore, create and test their visions of learning environments. Within the University's mandate to provide compliant, cost effective and environmentally sustainable design, a very unique space has been created.

How do you design flexibility?

How do you create an inspiring space?

What do you do when half your budget is swallowed by Audio Visual and IT?

What is the benefit of prototyping?

How can you leave a trace of the former room's function in the new design?

What is the perfect table shape?

The case study of the development of the Learning Environments Spatial Lab answers these questions and shows how a true collaboration between client and architect can achieve remarkable results.

As a Director of Architectus, Ruth Wilson is generally involved in the design and delivery of large, complex and technically challenging projects. Her work in the Tertiary field includes the Monash Centre for Electron Microscopy, The Monash Victorian College of Pharmacy and the Australian Synchrotron.

The University of Melbourne's Learning Environments Spatial Laboratory is a small project in comparison but no less complex. Ruth used her collaborative approach to design and problem solving, mentoring graduate architect Sophie Nicholaou as project leader and offering the University continual consultation and partnership. The project utilised all the skills Ruth has acquired over her 20 years of practice- from value management practices on multi-million dollar projects to joinery detailing she learnt whilst working for a shop fitting company in Germany in the 1990's.

Architectus have delivered exemplary projects in all education sectors and have a special interest in learning environments, Ruth is committed to understanding and considering the connections between the education facility design and the learning outcomes of the students and producing inspirational environments that are conducive to the learning experience.

SESSION 4

DEVELOPING A CULTURE OF QUALITY AND CO-OPERATION: STRATEGIES FOR COMPETITIVE GRANTS DEVELOPMENT

Mr Mark Berlage

University of Technology Sydney

This strategy initiative seeks to improve results for applications to Australian competitive grant schemes, especially ARC and NHMRC against several performance criteria (eg. number of grants, value of grants, and success rate of applications). Grant application activity and competition has increased significantly across the sector in the past few years while available funds have not; no change in this environment seems likely in the near future. As a consequence, universities need to assess the opportunity cost and implications for their reputation of developing and submitting applications. The strategy entails specific measures to assist to develop Faculty research cultures that foster quality and co-operation in grants development rather than quantity and individual competition. Academic leadership and peer support as well as administrative efficiency and effectiveness were seen as significant enablers of the strategy.

All the key activities which are part of developing grant applications were identified through consultation with a range of University stakeholders. The activities included planning and communication, peer support, prioritization of projects, mentoring and peer review, grant writing assistance and budget advice and compliance checking. Primary responsibility for each activity was discussed and then allocated to one of four major stakeholders; applicants, research centres, Faculties or the central Research & Innovation Office. A preliminary 'survey' was conducted of academic leadership and support capability in each Faculty prior to implementation of the strategy followed by face to face meetings with Associate Deans (Research) and research managers to obtain their views . The distribution of primary responsibility for certain activities was adjusted and available expertise and resources were supplemented where appropriate.

While the full results of the strategy will not be known until several grant round cycles have passed, there has been considerable acknowledgement that the strategy is necessary. The extent of the implementation of the strategy varied markedly between Faculties. The willingness of some Faculty leaders to firmly counsel applicants with track records well below known benchmarks for certain disciplines to consider options such as partnering with more experienced applicants or deferring their application while building

their track record in other ways was clearly lacking. The difficulty some Faculties experienced in securing the services of external peer reviewers was also evident.

Implementation of a major initiative to shift a University research grant development culture from one which by default rewards quantity and individual competition to one where quality and co-operation are the paramount is far from straightforward. Not only does it take grant round cycle time, but it requires recognition from the outset that significant variations and lags in take-up of such a strategy across a University can be expected. The reasons for the variations between Faculties need to be further investigated but factors such as the nature and strength of the existing research culture and leadership style appeared to have been significant, as did the nature of competition in certain disciplines.

Mark Berlage holds postgraduate qualifications in adult education and management and has over twelve years' experience in University management roles covering all facets of research business development and administration. He is currently Executive Manager, Research Development, University of Technology, Sydney (UTS) and is responsible for preparing, implementing and monitoring research development strategy and for leadership of Research Development Team, with particular accountability for leading development of new large, multi-institutional Centres and Networks and international collaborations. He has a further ten year's experience in the finance sector as an organizational development, change management and education and training project manager.

SESSION 5

DOES ORGANISATIONAL CULTURE MATTER WHILE DOWNSIZING? A STUDY OF PUBLICLY-FUNDED AUSTRALIAN UNIVERSITIES

Santosh Banadahally Manjegowda

Independent Management Researcher & Consultant

Even after three decades, organisations worldwide have continued the practice of downsizing and will irrefutably maintain it greatly in the coming years. Interestingly, the reasons for the differences in organisational approaches to downsizing still remain unclear. This study therefore, was primarily driven by the central research question: Why do organisations differ in their approaches to downsizing? Within the downsizing literature, the role of some internal factors (e.g. managerial ideologies, mutual trust, team composition and structure) has been analysed and that of others (e.g. dynamic managerial capabilities) has been alluded to, without being followed up by actual research. However, the systematic links between downsizing strategies and organisational culture have not been empirically established to date, and this study applies the initiative to such efforts.

In order to answer the central research question, the present study was conducted under practical premise. The intent was to identify the practical downsizing strategy types and subsequently the organisational culture dimensions, so as to determine which cultural dimension is favourable for which practical downsizing strategy type.

The research data was gathered from 255 mid-level leaders in ten publicly-funded Australian universities through a postal survey, and then analysed using exploratory factor analysis, cluster analyses and one-way ANOVAs. Practically, three types of downsizing strategies were identified. Based on these, four clusters were derived and analysed methodically across three organisational culture dimensions, viz. bureaucratic, innovative and supportive culture.

Empirical evidence suggests that organisations which use a dual strategy of voluntary downsizing and study load downsizing are slightly less likely to have a bureaucratic culture and those which

use limited or no downsizing are less likely to have a bureaucratic culture. Interestingly, organisational culture dimensions were not differentiated on forced downsizing and also on a dual strategy of forced and study load downsizing.

This study makes the following key contributions to the downsizing literature: Firstly, it introduces empirical typology of practical downsizing; secondly, it develops the empirical model of practical downsizing that accounts for only bureaucratic culture.

From a theoretical standpoint, the conceptual bases of the extant evidence about the role of internal factors, specifically the organisational culture in downsizing were reviewed and a practical downsizing conceptual model was designed. From a practical perspective, the linkages revealed in this study between practical downsizing strategies and bureaucratic culture suggests another way for organisations to employ mid-level leaders that fit the organizational culture and preferred downsizing strategies.

B.M.Santosh is an Independent Management Researcher & Consultant based in Brisbane. He has recently submitted his PhD (Business) Thesis at Australian Catholic University, Brisbane campus. He holds M.Eng (Production Management) and B.Eng (Mechanical) from Karnatak and Kuvempu Universities, respectively. He is also a Chartered Engineer (India) and has a 15+ years of professional experience in management & business research, university lectureship & administration, and management & engineering consultancy for micro, small, medium and large business enterprises on-site as well as on-line. His key areas of research expertise are Downsizing, organisational culture, leadership & management in higher educational institutions (ANZSRC Code: 150311), Optimisation of organisational performance parameters in large business enterprises (ANZSRC Code: 910499) and Small business research (ANZSRC Code: 150314). He may be contacted at bmsantosh@rediff.com.

SESSION 6

PROFESSIONAL STAFF CARVE OUT A NEW SPACE

Ms Judy Szekeres

University of South Australia

Six years ago the Journal of Higher Education Policy and Management published a paper called "The Invisible Workers" which lamented the invisibility of staff who undertake roles in higher education which are not academic. In the readings, interviews and data, professional staff (as they are now called in a large number of institutions) constituted more than half the workforce, but they were defined by what they were NOT and they experienced a high level of frustration in their relationships with Academic staff and with their institutions. This paper examines if the situation for professional staff has changed in the intervening period.

It is now clear that professionals are carving out a more critical space in the sector than they did at that point, achieving more than incremental change. At senior levels, professionals are no longer only in specialist roles such as HR or IT or Building Services. They have now moved into the Vice Presidential space and, in some universities, Pro Vice Chancellor and Deputy Vice Chancellor, roles previously reserved for senior academics. These roles are now increasingly taken up by senior administrators, particularly if they have a student, international or corporate focus. So, while things appear to be changing in the senior roles, is there much change in the more junior or middle management roles? This paper will consider the literature over the last six years as it relates to professional staff, look at the changing statistics around employment of professional staff, touch on their position in the burgeoning private provider sector, and consider what changes have taken place for professional staff at all levels.

Dr Judy Szekeres is the College Director and Principal at the South Australian Institute of Business and Technology (SAIBT). She has been in this role for a year and a half after a couple of years as General Manager, Student Services at the University of Adelaide, nine years as Division Manager in the Division of Business at UniSA and seven years as Deputy Director of the Co-op Program at UNSW. Before moving into the higher education sector, Judy was a teacher of Music and Mathematics. In her current role, Judy is responsible for managing all College operations in SAIBT, including the delivery of teaching in both pathway and English language programs. SAIBT is part of the global, publicly listed, Navitas group, one of over 30 colleges in the University Programs Division.

Judy has been an active member of ATEM for fifteen years and been Regional Chair for the Central Region for the last five. She has published a number of papers in the ATEM journal and continues to research in the area of professional staff experience in the higher education sector. This was the subject of her doctoral thesis, completed in 2005. Her current research interests are broadening to include student retention and recruitment.

SESSION 7

LOST IN THE NOISE: THE RISING TIDE OF DIGITAL INFORMATION AND HOW TO MANAGE IT

Mr Jason Lodge

Griffith University

Information is the new fabric of the universe. It surrounds us and is available anywhere and everywhere. The complete knowledge of humanity is only as far away as the smart-phone in our pockets. The higher education universe is no different to any other environment; academics, executives, professional staff and students alike are being swamped with an increasing tide of information. Important messages are being lost in the noise, deleted from inboxes or glossed over in a Facebook news feed. Communicating with each other is becoming increasingly difficult for all of us and, as mobile devices and e-learning proliferate, this situation is only likely to become more complicated.

Elegant solutions for dealing with the increasing volume of information are not easy to come by. Universities are spending millions of dollars on new student information systems, learning management systems, web designers and integrated email systems. Despite this, the surging tide continues to rise. Ways of dealing with this problem are not to be found in a single piece of software but through a synthesis of aesthetics, marketing, cognitive psychology and efficiencies in digital interaction and user interface design. For example, previous research has found that first year students have strong tendencies toward various communication channels and will generally ignore messages from the university in social media, particularly if they are longer than around 80 characters (Lodge, 2010). This research suggests that the message and the medium need to be carefully considered in terms of the psychological processes we employ online and when reading from a screen.

Successful advertising on the Internet has been carefully designed to cater to this processing but also to elicit an emotional response. The information is clean, uncluttered and text is used sparingly (see also Mathwick & Rigdon, 2004). When it is used, it is in a very easy to read, fluent font. Research consistently shows that rather than a left-to-right, top-to-bottom linear process, we approach websites like a search task (Rowlands et al., 2008). Our eyes scan the scene for the information we need, ignoring anything that does not immediately attract our attention or feel good to interact with. Carr (2010) calls this new way of processing "the shallows" and suggests that our brains are being fundamentally rewired because we do not tend to read as we would a passage of text on a page.

This paper will discuss the ways in which web aesthetics and the lessons from cognitive processing of information can be harnessed by universities to clean up the communication channels between all the stakeholders. Web designs and resources that cater to searching rather than reading, providing better user interfaces and screen space for staff, looking at alternative channels like rapid simple syndication and sending clean and simple emails all help to cut down the noise. The knowledge and power of web aesthetics is at our disposal, what is needed is a vision and a commitment to work together to manage information so that messages stop being lost in the noise.

Jason Lodge is a lecturer in higher education at the Griffith Institute for Higher Education and the Student Experience Coordinator at Griffith University. Jason works to refine and improve the whole of institution student experience strategy at Griffith. He is responsible for working with academic staff overseeing the student experience in all four of Griffiths' academic groups and provides strategic and practical support to academic leaders from Deans Learning and Teaching through to First Year Advisors and Course Coordinators. Jason has just submitted a PhD in psychology and has been researching learning and teaching for the past five years. Jason has worked in professional and academic roles in various institutions and has a holistic understanding of all facets of higher education in Australia.

SESSION 8

MILESTONES: AN INTEGRATED APPROACH TO MANAGING RESEARCH CANDIDATURE

Mr Mark Engelmann

The University of Queensland Graduate School

The Australian Qualifications Framework (2011) lists the aim of a Research Higher Degree candidate as being the development of an original contribution of knowledge to a particular academic discipline within three to four years of study. This paper outlines how The University of Queensland aims to achieve this outcome through its Milestone Policy. In addition to this, the paper will also discuss how the policy supports students, staff and the institution by combining robust pedagogical theory with innovative business processes whilst adhering to government reporting and policy requirements. The discussion is informed by a recent review of School and Institute milestone practices, including interviews with relevant stakeholders. The Milestone Policy has enhanced student learning opportunities, provided staff with a framework to assess student progress and proven itself as an effective risk management and compliance tool.

Mark Engelmann has over 6 years' experience working at the University of Queensland. He has worked in student administration, marketing and communications and more general roles across a number of faculties and schools. Currently working in The Graduate School as the manager of the Candidature Team, Mark is responsible for ensuring that students, staff and enrolling units operate within the bounds of UQ's milestone policy. Mark also manages student grievances and complaints as well as ensuring his team maintains a quick turnaround on student enrolment changes.

CONCURRENT SESSION H

Wednesday 17 August 2011

1345 – 1430

SESSION 1

INTERESTED IN PECHA KUCHA?

This session will explain the basics underpinning the Pecha Kucha method of presenting, which was tested at the TEMC in Melbourne in 2010. Pecha Kucha is a presentation style that uses a maximum of 20 slides, with each slide shown for 20 seconds only. This approach allows conference sessions to include several perspectives on a topic to inform discussion.

To enable presenters to use this style of delivery at future conferences, this session will be hands on, and take participants through the process, starting with a brief overview of its origins and requirements, and then on to identifying a topic, isolating key points, and then designing the presentation. Participants can bring a topic that they want to use in a Pecha Kucha presentation, or they can identify a topic on the day to test out the approach.

SESSION 2

AN INTEGRATED APPROACH TO ENERGY MANAGEMENT

Mr Dennis Frost, Mr Adam Connell

James Cook University

James Cook University has embarked on an ambitious energy management program that has realised major cost savings and reduced greenhouse emissions. The coordinated program focuses on demand management, energy efficiency and, through its sustainability program, staff behavioural change to reduce energy wastage, thus ensuring the University can continue to minimise its energy use in coming years at its two major campuses in Townsville and Cairns.

James Cook University's Douglas Campus in Townsville has been through a rapid building expansion in recent years, increasing its air-conditioned building footprint from 70,000 m² of air-conditioned floor space in 2006 to 106,900 m² in 2010 and is predicted to be 133,900 m² by 2015.

In 2007 it was identified that without major changes to its infrastructure and energy management the Douglas Campus would exceed its maximum site demand of 9MW and would be expected to reach 15MW by 2015 with the proposed building expansions. This would necessitate additional substation capacity and expensive high-voltage upgrades to both the Ergon Energy network and university electrical infrastructure. JCU also recognised the increased operating cost implications of a rising electricity market and the capital cost of network upgrades to meet this increased demand.

With air-conditioning accounting for roughly 50-60 per cent of total electricity consumed at the campus, it was identified as a major focus for energy efficiency. This initiated the development of the Douglas Campus Infrastructure Master Plan which included the Central District Cooling (CDC) system and various other linked projects to improve energy efficiency and reduce peak demand. The results were a peak demand reduction of 4.5MW (40%), a 25% reduction in total energy use and major savings in both costs and CO₂ emissions to JCU. As a result of these achievements JCU was awarded the 2010 Australian Business Award for Environmental Sustainability.

JCU's CDC system is the largest Central District Cooling system in the Southern Hemisphere and incorporates high-efficiency chillers, sophisticated controls and large-scale thermal energy water storage for cooling 30 buildings on campus, with the capacity to connect future buildings as they are constructed. The CDC system and other services infrastructure is linked to each building through a central spine of underground service trenches across the campus. This allows streamlining of existing services and expansion with future development.

JCU's Cairns Campus is currently facing similar issues and is expected to almost double its building footprint from 2010 to 2015. The campus has outgrown the capacity of its existing services infrastructure and requires a major upgrade to ensure the campus is energy efficient and costs are minimised. The lessons learnt from the Douglas Campus will soon be implemented in Cairns as part of the Cairns Campus Infrastructure Master Plan to ensure maximum energy efficiency, reduced costs and a flat demand curve for the campus.

JCU's services infrastructure is linked to a Building Management System (BMS), which allows direct control over building services, and a separate Energy Management System (EMS) which is used to interrogate building energy use and collect valuable data that can be used to identify inefficiencies and energy wastage in buildings.

Use of this EMS data in an accessible, user-friendly format is the next step to reducing energy use through running educational programs to encourage staff and student behavioural changes that minimise energy wastage.

TropEco, JCU's sustainability program, is planning to use the EMS data to raise awareness of building energy use within the University community. The data will be analysed and displayed in the form of an interactive dashboard display in building foyers and a desktop program that shows building energy use and encourages staff to reduce usage where possible through office competitions and incentives. This ensures that the University community gains a sense of ownership over their energy use and provides them with relevant, real-time information.

By linking efficiency improvements in University infrastructure, implementation of energy management tools and an education program to promote behavioural change, JCU is providing a powerful multi-pronged approach toward reducing energy consumption on its two major campuses.

Adam Connell is the Environment Manager at James Cook University and is responsible for management of the TropEco program, which runs initiatives to encourage staff and students at JCU to take on more environmentally sustainable practices. Adam has been involved in environmental management for over 6 years, previously working in aquaculture and natural resource management in the Burdekin region. Adams work regularly focuses on stakeholder engagement and behaviour change to bring about.

Dennis Frost joined the ANU in Canberra in a technical officer role over 30 years ago. His position at the time was to implement controls, monitoring and energy saving equipment as part of a campus wide role out of electrical heating and air conditioning upgrade. In 1982, his efforts to save energy earned the University a National Energy Management Award for efficient use of energy. Dennis then left the ANU and established mechanical, electrical and IT business delivery totally integrated solutions to Federal government departments. But after more than 20 years in business, he returned to the University world when he joined JCU in Townsville 5 years ago as the University's Infrastructure Services Manager.

During this time, he has implemented a series of energy saving initiatives which have combined to significantly reduce the amount of energy used by the University. These initiatives include campus-wide power factor correction and implementation of a campus district cooling system at the Townsville campus. This has shifted the load from

peak to off-peak. He also implemented an advanced EMS/BMS system providing real-time energy usage monitoring and management by building. This resulted in savings for energy use of over \$2 million in 2010, compared with usual business projections.

JCU now intends to go further, and has incorporated plans for other energy saving initiatives to form an integrated energy management plan for the University. His story provides an account of the huge reductions in energy use that can be achieved by an organisation in a relatively short period of time.

SESSION 3

REINVENTING THE ACADEMIC WORKPLACE

Mr Chris Alcock, Ms Fiona Duggan

TEFMA Business Partner

Of all the components of the University estate, the space occupied by academic or administrative workplace can be as much as 30%. And whilst the workspace within the university context shares many attributes with that in the commercial and government sectors, the gulf between the two has broadened dramatically in the past decade. For whilst the commercial and government sectors have moved from highly cellular environments to open, collaborative worksettings, suggestions that academic staff adopt a similar shift are typically met with significant resistance.

Yet the forces that have generated these changes in other sectors can apply equally in academic applications:

- technology-enabled mobility and knowledge management;
- the need for greater space efficiency and utilisation;
- the need for greater flexibility in space allocation and tenure;
- the need to foster collaboration, communication and interaction;
- precedence as organisations seek to drive down cost for competitive advantage or to get better return on government investment.

Notwithstanding these influences, the basis for resistance to change within academia are legitimately founded:

- the need for “space in which to think”;
- the need to house personal academic libraries and reference material;
- the need for permanence in a world of change.

How are these competing positions to be reconciled? This presentation will address this conundrum in four parts:

1. Current issues in academic workplace – what to keep, what to consider changing?
2. Learning from commercial and government workplace – what initiatives are relevant and what are not?
3. International examples of innovation in academic workplace; and
4. Strategies for determining and achieving appropriate levels of change.

The topics that will be covered in the presentation include:

- workplace models and typologies
- the evolving impact of technology and generational change
- adaptability and flexibility
- providing spaces that support concentration and collaboration
- pilots and prototypes
- making change work
- case studies

Both presenters have extensive experience in this subject matter.

Chris Alcock and Fiona Duggan are architects by training, specialising in strategic consulting to universities on the use of space to support organisational and pedagogical innovation and change. Chris is Principal of learning.space.logic based in Sydney and Fiona is Director of FiD Ltd in London.

Chris has undertaken projects for universities in Australia, New Zealand and Singapore, with his most recent consulting work being for the University of Otago, the University of Newcastle, the University of Canberra and the Canberra Institute of Technology.

Fiona has worked extensively with universities in the UK. A regular speaker and writer around the changes taking place, Fiona has been convenor of the RIBA's Higher Education Design Quality Forum, steering group member and contributing author of research projects involving educational space types for Lincoln University, Loughborough University and Strathclyde University. She is currently part of the master-plan team for UCL (University College London).

SESSION 4

ENSURING TEACHING SPACES SUPPORT ACADEMIC DELIVERY

Mr Terry Roche, Mr David Reaney

Victoria University

As teaching spaces change one of the challenges facing University Facilities and Planning departments is how to manage the governance, assessment, roll out and maintenance of these spaces. Victoria University has responded to this challenge with a multi pronged strategy including the following elements;

- The development of a costed 5 year rolling upgrade plan providing both building fabric upgrade as well as technology update. The plan is based on room data as well as an innovative light weight room audit process known as the RUM audit,
- The continuous development of up to date technology standards for rooms incorporating new teaching technologies and approaches
- The commitment to develop ‘experimental’ teaching spaces in order to trial new approaches and support evolving teaching practices as well as open informal learning spaces and spaces for student staff collaboration.
- The development of set of pedagogy based classifications to be incorporated into room classification, timetabling and room utilisation reporting systems
- The establishment of a teaching spaces control group including academic representatives as well as support services including AV, IT and facilities staff to ensure that issues relating to the design, development as well as support and maintenance of teaching spaces is made with academic advice.

It is through a combination of these initiatives that VU intends to develop modern and effective teaching spaces that support excellent teaching and learning outcomes for our students.

Terry Roche is Manager, Space Management at Victoria University Melbourne. He has over twenty years experience in space planning and management for Universities in Australia, the United Kingdom and the Middle East. Since joining Victoria University he has overseen the development of an integrated space planning and timetabling function which brings together innovations in pedagogical delivery, changes to physical spaces to best support change, and to then allocating specific academic events to spaces.

David Reaney is Manager, Timetabling at Victoria University Melbourne and has considerable experience in the development and application of timetabling methodologies. He has managed the Central Timetabling Unit at Victoria University through a significant change process that saw the successful centralisation of timetabling.

SESSION 5

STUDENT COMPLAINTS ABOUT PUBLIC UNIVERSITIES TO PARLIAMENTARY OMBUDSMEN IN AUSTRALIA: RECENT TRENDS AND FUTURE DIRECTIONS

Ms Patty Kamvounias

The University of Sydney

Higher education has changed markedly in the last decade and will continue to change over the next decade as universities and others respond to the increasing demands of students, governments, quality assurance agencies and other stakeholders. One important aspect of this change is the growing number of student complaints and concerns about how these complaints are being handled within higher education institutions. Change pervades all types of higher education institutions around the world and these concerns have not been limited to universities in Australia. Ideally, student complaints are resolved locally in a fair and timely manner without the intervention of lawyers. Many universities have ombudsman offices on campus to deal with student grievances. In Australia, these offices are known by various names (for example, student ombuds, ombudsmen or deans of students) and may have different roles (for example, 'last resort' review of processes or neutral intermediary between students and the university) but are all designed to assist students in resolving complaints. All Australian universities have policies and procedures to deal internally with student grievances, but complainants can also choose to have their complaints dealt with by external bodies such as courts and tribunals. Litigation involving students and universities is on the rise in many jurisdictions even though resolving student disputes in courts and tribunals is not the most appropriate way to deal with student/university grievances. In the case of complaints against public universities, complainants also have the option of bringing the matter to the attention of the relevant state, territory or Commonwealth public sector ombudsman. While ombudsmen in the various jurisdictions have raised concerns about dispute handling in Australian universities, very little research has been undertaken to understand the relationship between students universities and public sector ombudsman offices. This paper offers an empirical analysis of complaints about Australian universities to public sector ombudsmen in Australia to better inform universities and policymakers about this increasingly important issue. The paper begins with an overview of the role of the public sector ombudsman and the jurisdiction of the various parliamentary ombudsman offices in Australia. It then provides a detailed analysis of the number and types of complaints about universities that have found their way to one of the nine parliamentary ombudsman offices in the past five years. The paper concludes with a discussion of how the current system might be enhanced and an examination of the arguments for and against the establishment of a national student ombudsman for Australia.

Patty Kamvounias is a Senior Lecturer in Business Law at the University of Sydney Business School.

SESSION 6

STRATEGIC MANAGEMENT IN A CRISIS

Professor Sue McKnight

University of Canterbury

When Sue McKnight took up the newly created role of Pro Vice Chancellor of Learning Resources at the University of Canterbury in mid 2010, little did she know that within 8 months she would have been faced with helping to support the University's strategic response to two major critical incidents.

Having been "trained" under fire in September 2011, the events which unfolded in February 2011 became a major challenge as Sue coordinated the key linkages between the operational and strategic emergency management teams.

Sue will discuss the creation of the Learning Resources Directorate which combined Facilities Management, ICTS, Support for eLearning and Library Services during 2010, how her portfolio responded to the substantial damage caused to the University in September and how innovative solutions had to be sought quickly to replace lost space and resources on campus, especially library services. Sue will further discuss the February events and how, having suffered even more serious damage to the campus infrastructure, Learning Resources supported the University's Strategic Management Team as it responded to the challenges and supported the rapid return to a new kind of normal. She will also outline how the earthquakes have become an accelerator for positive change at the University of Canterbury.

Professor Sue McKnight is Pro-Vice-Chancellor (Learning Resources) and University Librarian. She holds professional librarianship qualifications, a Bachelor of Business, a Master of Public Administration and her PhD focused on organizational development. Her major research interest is customer value discovery, especially as it relates to libraries and eLearning. She is a Fellow of the Chartered Institute of Library and Information Professionals (UK), the Higher Education Academy (UK) and the Australian Institute of Management. Before joining the University of Canterbury she was director of libraries and knowledge resources at Nottingham Trent University in the United Kingdom. Prior to that, she was executive director of learning services at Deakin University, Australia. She also has special library and public library experience in Australia, as well as international consulting and facilitation experience. She was chair of the Academic and Research Libraries section of the International Federation of Library Associations and Institutions from 2005-2009. She has also been an active member and the Australian Library and Information Association. She chaired the Joint Information Systems Committee (JISC) eBooks working party. Professor McKnight has also been a member of the Pearson Education Strategic Advisory Board, Bloomsbury Academic Library Advisory Board, Desire2Learn User Board and WebCT Product Advisory Board. She is a Fellow of CILIP, the Higher Education Academy (UK) and the Australian Institute of Management.

SESSION 7

MANAGING CHANGE WITH INDIVIDUAL STUDENT STUDY PLANS - A CASE STUDY FROM THE FACULTIES OF SCIENCE, UWA

Dr Jane Hallos, Ms Katherine Williams, Ms Jenny Gamble
University of Western Australia

With the introduction of New Courses at UWA from 2012, the Faculties of Science have developed an individual study plan approach for managing student enrolments in preparation for the changes that lie ahead. This approach is intended provide an effective tool for students to manage their enrolment, and develop a student culture of high engagement and low dependency in relation to their interaction with Faculty student support services. We have found the benefits of developing study plans for all BSC students this year to be:

- Students take a greater interest and ownership of their degree, as they have thought through to the end of the degree and have mapped their own pathway through to completion. They have their own personalized plan that they can change at any time. Now they often come into advising sessions with a copy of their plan.
- Majors from other faculties are now mapped out for a student. This makes it easier for any course adviser to review the student's enrolment without having to go back and check the rules each time a change is submitted. This will be important with the introduction of New Courses in 2012, which provides greater flexibility for science students to undertake majors from other faculties. The plans will reduce the need for multiple consultations and will not be dependent on which advisor is dealing with the enrolment.
- Course advising has improved as we now know what the student is planning in relation to their future enrolments. This means that the student doesn't need to go through it each time they see a new advisor as the information is more readily to hand.

We also found the following during the process –

- Students are unclear as to what they need to do to complete the requirements of their degree, even in very structured programs where there is little choice.
- A number of students had to change their 2011 enrolment as they had not picked up the right units for their major (even though these are clearly outlined and readily available in hard copy and online).
- A number of students had miscounted their units and were surprised when we told them that they would need to pick up another unit to meet the points requirement of the degree.
- It is much clearer to see a student's pathway when they have to complete enabling units. It also makes it clearer to the student how long it will take them to complete the requirements of the degree if they have to take enabling units

Dr Jane Hallos is the Student Adviser for the Faculty of Life & Physical Sciences at UWA. The Faculty has approx. 4,000 undergraduate science students, and Jane provides advice and guidance on all aspects of student enrolment including academic, administrative and pastoral care.

Ms Katherine Williams is a Senior Project Officer in the Faculty of Life & Physical Sciences. Katherine developed the concept of the individual student study plans, including the web interface to capture the data.

SESSION 8

STRIVING FOR CONSISTENCY ACROSS THE UNIVERSITY IN MANAGING ACADEMIC MISCONDUCT TO PROTECT THE STANDARDS OF GRIFFITH AWARDS AND ITS STUDENTS' ACHIEVEMENTS

Ms Jennifer Martin, Ms Karen van Haeringen
Griffith University

Universities presently find themselves operating in an ever-changing global context which is being increasingly influenced by easy access to the internet. The media is ever present and articles about cheating and plagiarism in universities are a common theme. While the University recognises the need to maintain penalties for deliberate academic misconduct, it is also in the business of education. Therefore, it has adopted a focus on prevention and seeks to advise students about the need for academic integrity and to guide them towards best practice in studying and learning.

Over the last four years Griffith University has trialled new initiatives in managing academic misconduct, developed a new student academic misconduct policy and institutional framework for promoting academic integrity among students and instigated the development of an online academic integrity management system as an add-on module in the University's PeopleSoft enterprise system.

The presentation will provide an overview of our evidence-based approach, our strategy to ensure consistency and equity in administering outcomes, staff and student engagement with the management of academic integrity, support for academic staff, provision of educational resources for students and staff, development of the online management system and analysis of the data collected.

Jennifer Martin is a former Arts Faculty Librarian with experience in teaching information literacy to students. After completing some postgraduate study in Higher Education, in 2003, Jennifer extended her interest in the area of learning and teaching, working on a number of projects in that area. In early 2008, Jennifer took on the role of Student Academic Integrity Coordinator to administer the management of cases of academic misconduct across the whole of the university. Jennifer has also overseen the development of a range of educational resources focused on the promotion of academic integrity and the development of an online system for recording and managing cases of academic misconduct. In 2010, Jennifer was jointly awarded, with Karen van Haeringen, an Australian Learning and Teaching Council Citation for Outstanding Contributions to Student Learning for in the area of academic integrity.

Karen van Haeringen has been Head of the Secretariat at Griffith University since 1994. One of the Secretariat's many roles is academic policy development including those relating to the University's Quality Assurance Framework. In 2006 Karen received a Carrick Citation for Outstanding Contributions to Student Learning for the outcomes of a policy project relating to the provision of program and course information to students. In 2007 and 2008 Karen undertook the role of Institutional Contact for Griffiths Cycle 2 AUQA Audit. Most recently Karen has been working on a number of policy projects related to student assessment, in particular academic integrity, and was jointly awarded, with Jennifer Martin, an Australian Learning and Teaching Council Citation for Outstanding Contributions to Student Learning in 2010.



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POSTER 1

WHERE HAVE ALL THE 'OLDER WORKERS' GONE?

Ms Stephanie Coulthard, Ms Nonie Kirker

Auckland University of Technology

The population in the western world is ageing. This demographic phenomenon will cause enormous social and economic implications as the large cohort of the 'older generation' leave the workforce. In other words, as the older workers retire there will not be enough younger ones to take their place, thus creating a gap in the workforce (Claes & Heyman, 2008; Armstrong-Stassen & Templer, 2006; August & Quintero, 2001).

Therefore organisations will need to adjust recruitment and employment practices that will include and encourage older workers and develop them so they can continue to be productive (McPherson, 2009). However, recent research shows that older workers do not undertake training and development opportunities as often as their younger colleagues (McGregor, 2001; Maurer, 2001).

The Poster aims to bring awareness and promote discussion to tertiary managers and highlight the issues surrounding the older worker and their motivation towards undertaking training and development.

Information and stories to support the Poster presentation will be drawn from a tertiary manager's perspective. There are many challenges around the motivation of the older worker and the poster aims to identify and highlight some of barriers to training and developing initiatives for this age group. Some of the challenges cited may be familiar to many tertiary managers, and are drawn from all levels within the tertiary setting.

This Poster also aims to highlight the issues surrounding the ageing workforce and the implications their impending retirement will have on the economy in the future. This is an important factor to consider when looking strategically at future planning for tertiary organisation.

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Both authors are from Auckland University of Technology, in management positions. Both authors have studied Business Management at Post Graduate level. One author is beginning her master's thesis this year in this topic.

POSTER 2

SUCCESSFUL RESEARCH MANAGEMENT AND SUPPORT

Ms Kate Johnson

University of Western Sydney

The purpose of this paper is to provide an overview of innovative and strategic research management practices that have been recently developed and implemented by the Executive Management Committee of the Educational Excellence and Equity (E³) Research Program, Centre for Educational Research. These initiatives were undertaken to underpin and optimise the capability of academic and professional staff to collaboratively drive research capability in core business: (1) Publications in highly ranked ERA journals; (2) Higher Degree Research retention and success; and (3) Attraction and successful completion of prestigious externally-funded research grants. These initiatives have resulted in tangible advances in: Building organisational strength, developing world-class engaged research, creating a superior and engaged learning experience for HDR students that results in retention and success; and optimising academic staff's research productivity in new and innovative ways. Firstly, the development, articulation, and coalescence of the E³ Strategic Plan with the UWS Making the Difference Strategy and Plan 2010 – 2015 will be discussed. Secondly, the re-conceptualised governance structure of the E³ Program will be presented. Thirdly, the rationale for developing core business committee structures to drive strategic initiatives in each of the three core business areas will be provided. Finally, the outcomes of this new management system are discussed

Kate Johnson has worked at the University of Western Sydney for 15 years in a Research Centre. During this time she has seen many transformations of support for research.

POSTER 3

THE WAVES OF CHANGE

Ian Lloyd

Charles Sturt University

Charles Sturt University (CSU) was established in 1989 as a multi-campus institution and has grown into a dynamic and progressive University well known for its innovative approach to education and applied research. Our eight Australian campuses provide local access to higher education across NSW, ACT and Victoria.

In 2010 the Senior Executive commissioned an external review of printing processes and consequently resolved to merge the Wagga and Bathurst campus print shops into one entity, managed and governed centrally.

Historically the Wagga print shop primarily printed student subject materials utilising digital print equipment. The Bathurst operation handled larger run offset work as well as the University's stationery and marketing material. The print shops were managed separately and sat structurally in two separate divisions with quite diverged reporting responsibilities. They employed 21 staff and produced over 50 million impressions per annum.

Aligned to the change of governance was a planned decrease in the volume of printed learning resources and an accompanying increase in the use of digital resources and the online environment for learning and teaching.

Waves of change ensured relating to culture, communication, coordination, confidence and trust. To avoid a 'wipe-out' situation a planned change management framework was used to design the new structure and to manage staffing, processes and technology issues. The change brought challenges but by riding the waves, providing support and routine plus taking advantage of serendipitous opportunities, success was achieved.

The poster will represent these various challenges and solutions.

Ian Lloyd is the Manager of Logistics at the Charles Sturt University. Logistics encompasses print shops at Wagga and Bathurst campuses as well as the Despatch Unit. Ian has been employed at Charles Sturt for just less than five years. Ian has previous experience in the banking and finance industry as well as owning his own supermarket for four years.

Ian also has spent many years as a player, coach and administrator in the game of Rugby League. Ian has a Diploma in Frontline Management.



POSTER 4

LA TROBE UNIVERSITY, A NEW REGIONAL CAMPUS

Stephen Turner

Gray Puksand

La Trobe University, G.O. TAFE and the Greater Shepparton City Council identified an opportunity to create a tertiary education precinct in the heart of Shepparton. This project responds to both master planning and environmental complexities. The vision for future connection with G.O. TAFE informed major entry points and low-level glazing to the perimeter providing a sense of transparency and permeability to activities within.

Consistent with the influences of modern pedagogy the design of this building demonstrates a didactic aesthetic. The environmentally responsive form, refined surface treatment and confident use of colour display an iconic vision for collaborative learning.

The ubiquitous nature of information and communication technologies has resulted in the break down of the conventional closed lecture theatre into ICT rich, adaptable environments that interconnect via operable walls to shared student hubs and breakout zones. Fundamental to contemporary educational environments is the need to provide a variety of learning settings. The menu of spaces include areas for large group interaction, one on one study, presentation and individual study nooks; resulting in true flexibility and educational spaces with a purposeful variety.

The installation of indigenous art has been designed into the interiors to augment a contextual connection with the land and community. A piece by Jack Maranbarra located adjacent the main student entry represents an artistic synergy of place and learning. The Waangarra Spirit Figures, are a metaphor for education, equipping the young with knowledge and understanding.

Jointly funded by government sources and La Trobe University the new campus offers degrees in Accounting, Nursing, Education, Business and Arts, and is one of La Trobe's five regional campuses. Within a fixed budget this project has exceeded the original brief providing a new aesthetic in educational interiors, without additional cost to the university.

Environmentally the building form responds passively, providing high levels of natural day light through extensive shaded glazing. It has been designed to achieve a 5 Star Green rating under the GBCA Education Tool. Additionally, the recycling of vermilion perspex panels from the demolition of a separate La Trobe university facility enabled the design of stair balustrades and glazed internal walls, inspiring a departure from the external colour scheme and a brilliant red glow to the interior's heart.

This project evolved out of extensive user group workshops during all phases of the design.

Stephen's broad involvement with facility planners, independent educational researchers and community groups has enabled him to develop the knowledge and experience required for the integration of pedagogy and space.

In the development of recent projects including Primary, Secondary, Trade Training and University facilities, Stephen has developed a comprehensive understanding of the challenges posed by differing literacies and the emergence of a variety of activated, purposeful learning settings.

His commitment to a multi-disciplinary, collaborative approach through all stages of a project's development ensures innovative outcomes. Stephen's desire is to create spaces relevant to the 21st Century learner and to design enduring buildings that respond to a knowledge society.

Under Stephen's direction, numerous 5 Star Green Star designs, in line with the GBCA Education Tool, have been developed. His projects have received the Australian Institute of Architects award for public buildings, DEECD's school design awards and CEFPI educational planning awards.

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