TEMC 2018
A *World* OF OPPORTUNITY

Shaping The future of Higher Education

9-13 SEPTEMBER 2018
CROWN CONFERENCE CENTRE
PERTH, WESTERN AUSTRALIA

CONFERENCE
handbook

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🐦 **#TEMC_2018**

Students at University of Melbourne taking a tour around the university.

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Contents

Perth, Western Australia

Welcome
TO PERTH AND TEMC 2018

Our world is one of opportunities: opportunities for innovation, diversity, inclusion, sustainability and technology to be pulled together to help us transform the higher education industry into the future. Each one of us has a piece of the puzzle, and through open forums, collaboration and entrepreneurial thinking we can begin to see solutions shine through.
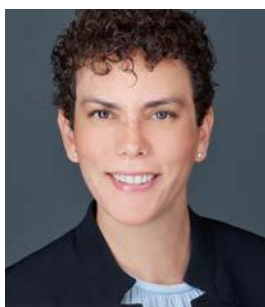
TEMC 2018 has been 18 months in the making, and I'd like to thank and acknowledge the support of the Local Organising Committee for their input and contribution to what I know will be a very successful event. The LOC has focussed on sustainability, and we have worked closely with the venue to ensure that waste is used appropriately; we've banned disposable coffee cups and plastic cutlery. This is an ongoing journey and we hope will continue for future TEMCs to reduce waste and the effect on the planet.

The line up of keynote and invited speakers is world class, a highlight being the VC's panel on our opening day. I thank them for their contribution to sharing their knowledge with the TEMC community.

As always there is time for networking. For those that are first-timers to TEMC, join us for an introduction to TEMC and the associations behind it, TEFMA and ATEM. You'll also get the opportunity to buddy up with someone to make your TEMC experience enjoyable.

TEMC is supported by our extended community of organisations who take part in the Trade Exhibition and sponsorship program. We welcome for the first time our Major Sponsor, Programmed. Thank you for your generous support. To all our other sponsors and exhibitors, thank you for your ongoing commitment to the higher education sector.

Lastly to oue colleagues, it's great to see you've made an investment in all our futures. I hope that you enjoy your time at TEMC.

Dr Rocio Bona
Chair, Local Organising Committee

Thank you

2018 TEMC ORGANISING COMMITTEE

Rocio Bona (LOC Chair)	Curtin University
Garry Bradley	Deakin University
Kerry Devine	Edith Cowan University
Fiona Feist	Curtin University
Richard Kendall	Murdoch University
William Kenworthy	SM Tafe
Lyn Marks	Curtin University
Jess Nordstrom	Curtin University
Lucienne Tessens	University of Western Australia
Kelly Whyte	University of Western Australia

Registration desk

The Registration Desk is located in the Crown Conference Centre outside the Grand Ballroom. 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 9 September	12.00pm – 5.00pm
Monday 10 September	7.30am – 5.30pm
Tuesday 11 September	8.00am – 5.30pm
Wednesday 12 September	8.00am – 5.30pm

Conference Managers

Leishman Associates
227 Collins Street, Hobart, TAS 7000
Level 3, Suite 2, 170 Elgin Street, Carlton, VIC 3053

Phone	+61 3 6234 7844
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Welcome to TEMC2018
'A World of Opportunity : Shaping the Future of Higher Education

It's a wonderful experience to head to Western Australia for the 2018 TEMC. This is our first trip to WA since 2006.

In 2017, TEMC celebrated its 40th anniversary in Melbourne which resulted in large attendances at the conference. Perth has risen to the challenge again this year and our attendance will remain high, with an expected 750 attendees joining together for three days of education and sharing best practice within the sector.

The Local Organising Committee (LOC) chaired by Dr Rocio Bona has focussed the program on A World of Opportunity, calling on our community to determine "what piece of the puzzle" they play. As well, there has been a strong focus on sustainability for the Perth conference with a number of new initiatives being undertaken. We congratulate the entire LOC for working to minimise the waste at our conference by banning disposable, single-use coffee cups, moving to a completely digital platform and ensuring that the chosen venue will work to reduce waste by providing an organic solution to the food waste.

There have been some changes within each of the associations this year as well. ATEM voted at the AGM to update and modernise their constitution, with the ATEM Council now to be known as the ATEM Board. The underlying principles of ATEM remain, with a strengthened platform to support members with the aim of "connecting careers with people and practice".

For TEFMA, 2018 has seen the introduction of its new website. Modernised and updated to become a hub of information for TEFMA members.

There are many who contribute to the success of ATEM and TEFMA and the staging of TEMC. Our thanks go to this year's LOC led by Dr Rocio Bona, Garry Bradley, Kerry Devine, Fiona Feist, Richard Kendell, William Kenworthy, Lyn Marks, Jess Nordstrom, Lucienne Tessens and Kelly Whyte.

Our acknowledgement and thanks also go to the supporting universities: Curtin University, Deakin University, Edith Cowan University, Murdoch University, SM TAFE and the University of Western Australia.

We would also like to thank the members of the TEMC Steering Committee, chaired by Wayne Millar, Michelle Jordan Tong, Paul Abela and Garry Bradley. These four members provide oversight and are the link from one TEMC to the next, ensuring that the associations' goals and aspirations are delivered through the TEMC, the flagship event.

Events such as TEMC are 12 months in the making and would not be possible without the support of the many organisations from within our sector who each year provide support through sponsorship of TEMC. Special thanks to Programmed for their first time major sponsorship of TEMC. We hope that this partnership will continue for many years to come and will remain mutually beneficial.

Lastly, to the community of members and TEMC attendees, have a great time at TEMC. Be involved, participate fully, engage and explore. There is *A World of Opportunity* out there waiting for you.

**Steph Forrest & Carl Rallings
President TEFMA and
President ATEM**

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Learning Environments Australasia Annual Excellence in Educational Facilities Awards, Overall Winner, 2018
Good Design Awards®, Architectural Design, 2018
Chicago Athenaeum Green GOOD DESIGN™Award, Research and Technology, 2018
Association of Consulting Structural Engineers NSW, Medium Building Projects Award, 2017
Australian Timber Design Awards, Excellence in Timber Design, 2017

Photograph
by Brett Boardman

Introduction
TO ATEM AND TEFMA

Association for Tertiary Education Management (ATEM)

The Association for Tertiary Education Management Inc (ATEM Inc) is the pre-eminent professional body in Australasia for tertiary education administrators and managers. Established in 1976, today it has around 1,400 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 careers: growing the careers of professional administrators and managers to enable them to have rewarding careers and contribute to the sector,

- building professionalism: building professionalism through relevant education and training, and recognising outstanding achievements in the sector,

- connecting people and groups: connecting people and groups across the sector to promote sharing of programs, knowledge and practice, and

- understanding the sector: providing opportunities and resources for individuals and groups to better understand the tertiary education sector today and how it might evolve in the future.

For more information on ATEM, please contact:

Paul Abela
Executive Director
E: paul.abela@atem.org.au
P: +61 2 9351 9719
www.atem.org.au

Tertiary Education Facilities Management Association (TEFMA)

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

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

TEFMA has some 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 more information on TEFMA please contact:

Bree Blackwell
TEFMA Secretariat
E: bree@laevents.com.au
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How To Access The
CONFERENCE APP

TEMC is going digital with a mobile app for delegates that can be downloaded to your mobile phone or tablet.

The app contains all the information you'll need for a great TEMC experience. See one of the friendly staff at the registration desk if you need assistance.

Via the app, you will be able to:

View the interactive program agenda

Add the sessions you want to 'My Agenda'

Connect with other attendees

View speaker profiles

Select your seat at the Dinner

See the listing of sponsors and exhibitors and the amazing prizes they have to offer

Post your experiences and interact with other delegates via the EventStream

Earn Badges and move up the Leaderboard as the most engaged attendee

To download the app please follow the below instructions pertaining to your device:

APPLE iOS OR ANDROID

1 Search for **eventsair** in your Android Play or Apple Store and Install **"The Event App by EventsAIR"**

The first time you open the app, you will need to enter this event code: **temc2018**

2 When the TEMC App opens, select Log In - you will need to enter your email address and the four-digit APP Pin (password) that is located on your name badge (note: this only needs to be entered once)

3 Once logged in you be asked to select your App Visability.

Opting In means that your profile will be included in the attendee search and you will be able to contribute to the EventStream and other Engage activities.

Warning: Opting Out will limit your app use, you will NOT be able to take part in the EventStream, Contact Exchange, competitions or be able to invited to join other delegates tables for the dinner.

WINDOWS OR BLACKBERRY

1 If you are installing on a Windows Phone or Blackberry, you will need to click on this URL directly in your phone: https://leishman.eventsair.com/attendeeapp/temc2018/temc2018/

2 The mobile app will install and you will need to log in with your email address and four-digit APP Pin as shown above.

3 Finally, you will need to Add, or "Pin" the app to your home screen.

Once this is done, you are all set! You can search for attendees, send messages, review the agenda, create a personalised agenda as well as research speakers, exhibitors and sponsors.

This TEMC 2018 Mobile App is proudly sponsored by
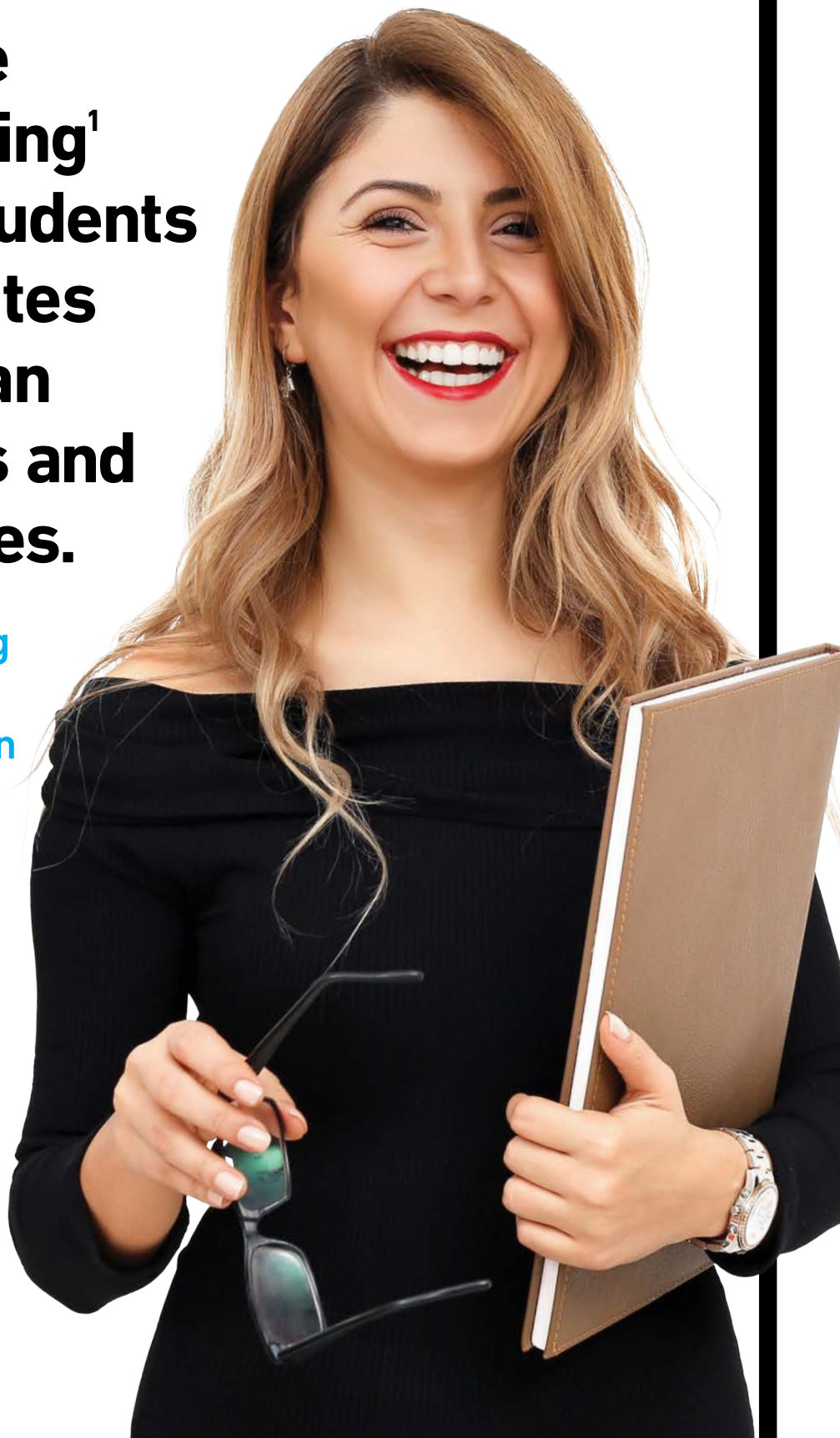
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Conference and GENERAL INFORMATION

Pocket program

BYO hard copy program. We are not providing a pocket program.

Name badge

All attendees will be issued a name badge. Please wear this at all times throughout the conference and social functions.

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Dinner seating

Choosing who you sit with at the social functions is a big part of the TEMC experience … now you can do this through the app. Just follow the instructions.

Dress

Dress throughout the day is smart casual or informal business.

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.

Wifi Access

architectus™

Network: TEMC
Password: architectus

Mobile Phones

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

Parking

Delegates will have access to complimentary parking at Crown. This will be in car park 6. From here, you go through a tunnel and up the escalators to make your way to the Convention Centre. For a map of the parking, please click here

Photographs, videos, recording of sessions

A professional photographer will be taking photos throughout the conference with these photos available from the conference website shortly after the conference or from Leishman Associates. Our TEMC interns will also be taking photographs and sharing these on our social media platforms throughout the event. If you do not wish to have your photo taken and or published in future TEMC and Leishman Associates marketing material, please advise the registration desk and the photographer if they approach you for a photo.

Speakers and speakers preparation room

All speakers should present themselves to the Speakers Preparation Room 2–3 hours before their scheduled presentation time to upload their presentation. The Speakers Preparation Room is located across from the Crown Ballroom in room M4.

Speakers are requested to assemble in their session room 5 minutes before the commencement of their session (if possible), 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 refer to the program.

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

Special diets

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

Disclaimer

The 2018 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.

CROWN PERTH - VENUE MAP

TWR

Crown Terrace

Bridal Suite

Business Centre

Crown Ballroom Foyer

Crown Ballroom

Crown Towers

Green Room

Studio 1

The Studio

Studio 2

2nd Level

M4

M3

Stage

M2

Back Of House

Epicurean (lower level)

M1

The Great Lawn

PCO

Frangipani Feature

Grand Ballroom Foyer

Crown Theatre

Pool

Sun Terrace

Gym

Botanical Rooms

Grand Ballroom

Show Room

Crown Promenade

Metropol Mansions

Lower Level

Registration

The Astral

Box Office

The Astral Foyer

Market & Co.

Hotel Entrance

NOBU ENTRY

Atrium Buffet

Bistro Guillaume

The Merrywell

To Bolton Avenue

Crown Metropol

Hotel Entrance

Camfield Drive

6

VIP Pool Bar

The Enclave

Epicurean Pool Bar

Crown Towers Pool

Epicurean

Change Rooms

Great Lawn

Crown Terrace

Crown Suite

TWR

Crown Ballroom

Crown Towers

Down to Crown Spa and Gymnasium

4
3
2
1

Crown Green Room

Crown Towers Business Centre
Meeting Rooms

PCO Suite

Convention Entry

Grand Ballroom

Convention Centre

Crown Theatre

7

8

Up to Studios and Theatre

Crown Promenade Pool

Crown Metropol Mansions

The Pavilion

Down to Botanicals

Kennedy

Rolex Paspaley

Box Office

Nobu

Crown Metropol Pool

Poolside Bar & Grill

The Astral

Hi-Line

The Shop

The Market & Co

Crown Promenade

Bolton Avenue

P6

9

Tunnel Entry

Dr Anh

Hair Salon

Gymnasium

Bistro Guillaume

Atrium Buffet

Lobby Lounge

The Merrywell

Pearl Room

Crown Metropol

Down to Gymnasium and Pool

La Vie

Linneys

Casino

Casino Entry

Eve Nightclub

Keno

Groove Bar & Lounge

Cotta Cafe

Fusion Bar

Rockpool Bar & Grill

Silks

Mesh Bar

88 Noodle Bar

Junction Grill

Carvers Buffet

Snax

Casino Entry

Riverside Entry

RSG Centre

Modo Mio

Minq

Baccarat Room

Casino Entry Level 2

TAB

Crown Sports Bar

P1

Undercroft Entry

P8

P4

Riverside Room

The Food Court

MULTI LEVEL CAR PARK

McDonald's   wokinabox   SUBWAY

Victoria Park Drive

Burswood Train Station

TO OPTUS STADIUM

10

1

2

3

4

5

Bolton Avenue

TO CROWN TOWERS

TO CITY

TO AIRPORT

Resort Drive

Great Eastern Highway

Bus Stop

Great Eastern Highway

Camfield Drive

Resort Drive

Bus Stop

Retail   Hotels   Events   Casino   Gaming   Pools   Bars   Restaurants

Train Station   Bus   Taxi   ATM   Toilets   Cloak Room   Crown Club   ACROD Parking   Lifts   Stairs or Escalators   Guest Locker   Assembly Point   Crown Rewards

Verity James

Verity James has been on of Perth's leading television and radio presenters for the past 25 years.

Verity commenced her career as a TV news presenter for ABC Canberra and fulfilled this role for ten years before moving to Perth.

Once in Perth, Verity joined ABC radio and quickly became the host of her own daily afternoon program on ABC 720 which she presented for eight years. She also hosted numerous other TV and radio productions for the ABC.

Verity also has a strong interest in cooking and food preparation and spent three years as a restaurant reviewer for The West Australian and is now a contributor to

Western Australia's only specialist food publication – *Spice Magazine*. As part of her role as restaurant reviewer for The West Australian she travelled to numerous interstate food festivals and also reviewed restaurants in Sydney and Melbourne. She also ran her own fresh produce business specializing in WA products for five years. Verity has also hosted numerous celebrity chef evenings with leading chefs such as Gabriel Gate and Kylie Kwong.

Verity was also a panelist on 'Can We Help' a national ABC TV show which aired at 6.30pm on Friday evenings during 2007 and was also the inaugural Ambassador for the Australian Red Cross and sits on the board of various Western Australian charities.

Vice Chancellor Panel Presentation sponsored by

Lyons

TEMC CHECKLIST

✓ Attending the Welcome Reception

✓ Got my Satchel

✓ Mobile Phone Fully Charged

✓ Wearing my name Tag

✓ Turned on Wifi

✓ Downloaded the App

✓ Got myself a Coffee

✓ Selected my dinner seat through the App

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MODERATOR
Elena Douglas

Founder & CEO of Knowledge Society

Vice Chancellor Panel: Universities in the Age of the Learner

Elena is the founder and CEO of Knowledge Society, a leading Australian innovation agency which brings both economic reasoning and entrepreneurial flair to designing social and technical solutions to wicked problems particularly in education and social service delivery. Elena is on the Deloitte Access Economic Eminent Panel. She is also a scholar who writes in the history of economics and she lectures in social innovation and philanthropy at the UWA Business School.

In 2016, Knowledge Society in partnership with the Australian newspaper hosted, Knowledge Nation, a national summit to drive the implementation of the Australian Government's National Innovation and Science Agenda.

Elena has been a founder of businesses, social enterprises and social impact initiatives. While based in New York from 2002 to 2007, she was the founding CEO of Advance.org, the global community for more than one million Australians in the diaspora. Elena was also co-convenor of the Advance 100 Summit, which brought leading Australians from around the world to the Sydney Opera House in December 2006.

At the University of Western Australia she led the establishment of the Centre for Social Impact at the UWA Business School, the UWA Religion and Globalisation initiative in partnership with the Tony Blair Faith Foundation, and was a co-founder of the In the Zone conference series.

Vice Chancellor
PANEL

Professor Celia Hammond

Vice Chancellor of The University of Notre Dame

Professor Hammond was appointed the third Vice Chancellor of The University of Notre Dame Australia (UNDA) in 2008.

Professor Hammond commenced her employment at UNDA in 1998, as one of five foundation academic staff members in the Fremantle School of Law. Prior to her appointment, Professor Hammond worked as a legal practitioner in private practice in WA and as an academic lawyer at other universities.

Throughout her tenure at UNDA and prior to being appointed Vice Chancellor, Professor Hammond undertook a variety of roles including: Head of the University's School of Law, University General Counsel and Assistant Provost. During her time as an academic lawyer she taught and published in commercial, corporate, property and insolvency law.

Professor Hammond is passionate about Catholic higher education, with its commitment to the harmony of faith and reason, to the rigorous pursuit of truth and wisdom within a Catholic moral framework, and to the provision of a culture and community that is conducive to the development of the whole human person.

In 2017, Professor Hammond was awarded an Honorary Doctorate from the University of Portland for her dedication and commitment to Catholic higher education.

Professor Deborah Terry AO

Vice Chancellor of Curtin University

Professor Deborah Terry was appointed Curtin University's Vice-Chancellor in February 2014 and is a Fellow and the immediate past President of the Academy of Social Sciences in Australia (ASSA), as well as Deputy Chair of the Board of Universities Australia. She is also on the Board of the Committee for Perth, St Hilda's Anglican School, Australia and New Zealand School of Government and AARNET, the provider of Australia's network infrastructure for education and research, and a past Chair of the Australian Council of Learned Academies and the Australian Research Council's College of Experts in the Social, Behavioural and Economic Sciences.

Professor Terry completed her PhD in Social Psychology at the Australian National University in Canberra. She had a distinguished career at the University of Queensland, initially as an internationally recognised scholar in psychology, before progressing through a number of senior leadership roles, including Senior Deputy Vice-Chancellor. She was made an Officer in the General Division of the Order of Australia (AO), the country's highest honours system for achievement and service, in June 2015 for distinguished service to education in the tertiary sector.

Professor Arshad Omari

Senior Deputy Vice Chancellor of Edith Cowan University

Professor Arshad Omari is the Senior Deputy Vice-Chancellor with portfolio responsibilities that include the Edith Cowan University (ECU) student experience, teaching and learning, academic and university governance, planning, and human resources.

Originally trained as an Architect, Professor Omari has been with ECU since 1994 and has extensive experience in administration, strategy and planning at all levels of the University. Professor Omari has previously held the positions of the Executive Dean of the Faculty of Education and Arts, and prior to that, the Head of the School of Communications and Contemporary Arts.

Professor Omari has a diverse research and teaching background covering a range of disciplines; Architecture and Design, Computer Science, Interactive Media, Communications, the Internet and Online Learning. His research has been focused upon the development and application of online technologies, and the effectiveness of these in teaching, learning, communication and online community.

Professor
David Sadler

Deputy Vice Chancellor Education of University of Western Australia

Professor David Sadler was appointed to UWA as the Deputy Vice Chancellor Education in October 2017. He was previously the Deputy Vice-Chancellor (Students and Education) at the University of Tasmania from early 2011 and led many initiatives around infrastructure for education, student experience, curriculum renewal and especially the educational attainment agenda, leading the Children's University, Tasmania. He served on the Office of Learning and Teaching Strategic Advisory Board; and is an elected member of the Universities Australia Deputy Vice-Chancellors Executive. David led the UA working group on student academic integrity and also the DVC network on the quality assurance agenda and relationships with TEQSA. He is a life fellow of the RSA and a former Council member of the AICD.

As a political scientist specialising in international security, David worked for the UK Foreign and Commonwealth Office as a Senior Research Officer in Arms Control and Disarmament. He had senior academic roles in Social Science at the University of Birmingham and was Director of the Higher Education Academy leading initiatives around student experience and educational excellence across all UK Universities.

Professor
Eeva Leinonen

Vice Chancellor of Murdoch University

Professor Eeva Leinonen joined Murdoch University as Vice Chancellor and President in April 2016, after three years of service as Deputy Vice-Chancellor (Academic) at the University of Wollongong. Professor Leinonen has an academic background in linguistics and psychology and has extensive experience in higher education in the United Kingdom, Europe and internationally. Her academic research focuses on pragmatic deficits of children with autistic spectrum disorders as well as higher education topics relating to curriculum and use of technology in learning.

Prior to moving to Australia in 2012, Professor Leinonen held the position of Vice-President (Education) and Professor of Clinical Linguistics at King's College, University of London.

Professor Leinonen has been actively involved in national and international higher education debates and advisory groups. Which have included: Chair of the UK Higher Education Funding Council/Quality Assurance Agency advisory group into Employer Engagement in Learning, Trustee of IntoUni Charitable Trust, Member of the Teacher Education Ministerial Advisory Group in Australia; Director and Board Member of Future Directions International; Forrest Research Foundation Governors Committee Member.

THE UNIVERSITY OF
WESTERN AUSTRALIA

Murdoch
UNIVERSITY

Amna Karra-Hassan

Founder and president of the Auburn Giants AFL Club

Change makers: thinking on our feet and find new ways to make a difference

Amna Karra-Hassan founded the first ever AFL Women's team in Western Sydney and is widely recognised for the diversity she brought to the game and for taking the code to Western Sydney. The Club played a critical role in establishing the game in the region, both for women and for its engagement with diverse communities, contributing to the recent inauguration of the GWS Giants in the AFLW.

Her courage has been the centre of much conversation and the reason behind the accolades acknowledging Amna's contribution to the community and women's sport.

Amna shares her experiences on collaborating with community leaders, small business owners, local government, traditional and social media and thought leaders. She shares how she engages in the story telling process to help others overcome adversity, build confidence and resilience, and lead with perseverance and courage.

She offers insights on how she lead the growth of the Auburn Giants, and the importance of leveraging media. Countless football metaphors of Amna 'kicking goals' have been widely shared and celebrated.

Amna believes the heart of innovation, civic participation and community building is a 'strengths based approach' and commitment to diversity and inclusion.

Amna holds a Bachelor in Organisational Learning from the University of Technology Sydney. She is currently enrolled in an Advanced Leadership Program with the Applied School of Management. She has spent the last 7 years working in Community Engagement for the Australian Federal Police. She recently joined the Reform, Culture and Standards portfolio – responsible for driving cultural change within the AFP.

This session is proudly sponsored by

MSS Security: The Right Fit For Your Campus

As the security partner for many of Australia's tertiary education institutions, MSS Security has the experience and customer focus to provide safety and security at your diverse and ever-changing campuses.

At MSS Security we collaborate with each client to tailor our piece to your puzzle, so that we fit in with the campus culture and contribute to a positive student experience.

Central to our service are security officers with strong customer service skills, who are carefully chosen and trained to become part of the campus community; they are supported by award-winning human resources, regular and sector specific training, innovative thinking and 24/7 service support.

MSS Security at TEMC 2018

Janine Hill, MSS Security's General Manager Business Development, will be at TEMC 2018 and would be pleased to discuss your security needs during the conference.
M: 0417 319 886

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www.msssecurity.com.au

Steve Sammartino

Business Technologist and Futurist

Education in a zero barrier world

Steve wrote his first lines of computer code at age 10 and had his first start-up at age 12. He is one of Australia's most respected futurists and business technologists with an incredible ability to make sense of how emerging technology applies to your industry.

After completing studies in Economics and Finance at University he worked in multiple Fortune 500 companies including Proctor & Gamble, SAB Miller and Kimberly Clark before deciding to revert to his true passion for technology.

Steve now invests in emerging technologies and has multiple advisory board positions in start-ups involved in a variety of disruptive technologies across the Airline Industry, Automotive, Real Estate & Co-working, Internet of things, Quantified Self, Mobile applications, and 3D Printing technologies.

Extreme projects are something Steve loves doing, in order to demonstrate what is possible today. He knows how to generate attention in the modern age of marketing with a number of his viral videos to his name. He recently built a full size driveable Lego car from 500,000 pieces which had over 8 million views on YouTube and was a global news story.

His debut book, The Great Fragmentation has been translated into multiple languages and has received rave reviews from some of the world's leading business thinkers. in 2017 Steve published his highly anticipated second book, The Lessons School Forgot, How to hack your way through the technology revolution.

This session is proudly sponsored by

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Pictured – University of Melbourne's School of Engineering

A transformative adaptive re-use project from our portfolio of Tertiary Education projects bringing together the use of smart technologies and construction methodologies; challenging the norms of structure, service delivery and flexibility of space on campus.

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Image by Dianna Snape Photography

Dr Tracy Westerman

2018 Western Australian of the Year

Cultural Competence in Educational Institutions – Why it is vital to outcomes for Indigenous people

Dr Tracy Westerman is a proud Njamal woman from the Pilbara in WA and has recently been named as 2018 Western Australia's Australian of the Year and inducted into the WA Women's Hall of Fame. She holds a Post Graduate Diploma in Psychology, a Master's Degree in Clinical Psychology and Doctor of Philosophy (Clinical Psychology). Despite having to undertake her tertiary entrance subjects mostly by distance education, she is a recognised leader in Aboriginal mental health, cultural competence and suicide prevention achieving national and international recognition for her work.

In 2005 the Canadian government sent a delegation to Australia to explore Dr Westerman's work resulting in recommendations that the same approaches be adopted for Canadian Aboriginal people (Nunuvut Taskforce, 2006). She was then recognised by Canadian Health, 2009 for her substantial contribution to the field of Aboriginal youth mental health & has been cited in numerous reports highlighting her work as best practice.

She has been an expert witness to numerous Parliamentary Inquires throughout Australia; developed unique tools enabling the identification of Aboriginal people at suicide and mental health risk. She has trained over 22,000+ clinicians in these tools and approaches meaning that they are then able to reach many thousands more Aboriginal people at risk. Her message is that "there is nothing we can't achieve as Aboriginal people if we believe in ourselves."

This session is proudly sponsored by

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Elena Douglas

Founder & CEO of Knowledge Society

10 trends that will define the age of the learner

Elena is the founder and CEO of Knowledge Society, a leading Australian innovation agency which brings both economic reasoning and entrepreneurial flair to designing social and technical solutions to wicked problems particularly in education and social service delivery. Elena is on the Deloitte Access Economic Eminent Panel. She is also a scholar who writes in the history of economics and she lectures in social innovation and philanthropy at the UWA Business School.

In 2016, Knowledge Society in partnership with the Australian newspaper hosted, Knowledge Nation, a national summit to drive the implementation of the Australian Government's National Innovation and Science Agenda.

Elena has been a founder of businesses, social enterprises and social impact initiatives. While based in New York from 2002 to 2007, she was the founding CEO of Advance.org, the global community for more than one million Australians in the diaspora. Elena was also co-convenor of the Advance 100 Summit, which brought leading Australians from around the world to the Sydney Opera House in December 2006.

An economist by training, Elena started her career in the federal government, working for the Department of Employment, Education and Training and the Australian Bureau of Statistics, where she was part of the team that launched the first user-pays information products and services. She was also part of Deloitte's national consulting teams from 1995-6. Elena writes essays and opinion editorials for the Australian Financial Review, The Australian and Standpoint magazine in the UK.
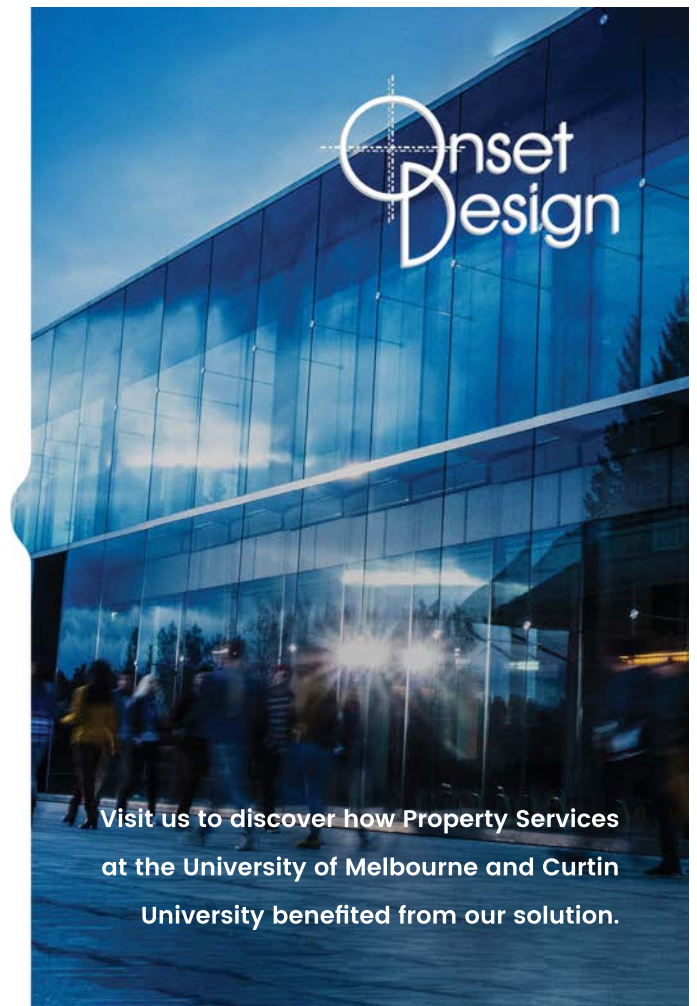
This session is proudly sponsored by Onset Design

Adam Spencer

Author, Comedian and Maths Geek

Random thoughts from an equally random mind

A lifelong numbers nerd, Adam flitted with a law degree and a PHD in pure mathematics before winning, of all things, a stand-up comedy competition run by Triple J radio entitled 'RAW comedy'. This national search for "as yet undiscovered talent" continues today, but as Adam explains "I entered in its very first year – the standard was appalling – so I went really well".

Through this, Adam met the good people at Triple J and within a couple of years was hosting the breakfast radio show with his good friend, Wil Anderson. After 6 years Adam and Wil called it a day, but a year later Adam was back, this time on the grown up ABC Sydney radio station 702.

For 8 years he set ratings records and maintained second place in Australia's largest and most competitive market.

In December 2013 he called an end to 8 years of news, traffic, weather and chess results on what was, without a doubt, the geekiest radio show Sydney had seen in a very long time, if ever.

Adam has complemented his radio career with numerous television roles, hosting everything from the national science show, Quantum, to poker championships, appearing on the weekly sports review, The Back Page and ABC news and current affairs wrap, The Drum. His Sleek Geeks Science Comedy show with Dr Karl Kruszelnicki was a particular favourite of the public.

A passionate sports lover he is an ambassador for the Sydney Swans and coached a women's soccer team at the University of Sydney for over a decade.

This session is proudly sponsored by   **A.G.Coombs**

Invited PRESENTERS

Rebecca Hall

Senior Industry Expert, International Education, Austrade

The role of Australian education internationally in a disrupted world

Rebecca Hall leads Austrade's engagement in promoting Australia's international education sector. As the Senior Industry Specialist, International Education, Rebecca forms part of the Trade and Investment Senior Leadership team, engaging across the Austrade global network and sector. She oversees Austrade's AIE2025 strategy and Austrade services to support international education sector sustainability.

Over the past decade, her not-for-profit board experience includes appointments to International Education Association of Australia (IEAA), Australian Institute of International Affairs (AIIA) Queensland Branch and the Queensland Overseas Foundation (QOF) and as board member and deputy chair of AFS Intercultural Programs Australia.

Steve Wilton

Foundation Chair in Molecular Therapies Centre for Comparative Genomics, Murdoch University

Bench to bedside translation: Academic-industry interactions in developing treatments of rare diseases

Professor Steve Wilton has developed a novel therapy for Duchenne muscular dystrophy using "gene patches" to restore functional dystrophin expression, with Exondys 51, a morpholino oligomer being granted accelerated approval by the US Food and Drug Administration in September 2016. This work has been recognized as Western Australian Innovator of the Year (2012), Australia Museum Eureka Award for Translational Research (2013), an ASBMB LabGear Discovery award (2014) and he was a finalist in Western Australian of Year (2016). He is the Director of the Perron Institute for Neurological and Translational Science and holds the Foundation Chair in Molecular Therapies at Murdoch University.

Professor Mike Daube

Faculty of Health Sciences, Curtin University

Changing the world of health

Emeritus Professor Mike Daube was Professor of Health Policy at Curtin University from 2005-2018. Before this he was Director General of Health for Western Australia and Chair of the National Public Health Partnership.

His roles have included President of the Public Health Association of Australia, President of the Australian Council on Smoking and Health, Co-Chair of the National Alliance for Action on Alcohol, Chair of the Australian Government's Tobacco Expert Committee that recommended tobacco plain packaging, Vice-Chair of the WHO-Framework Convention on Tobacco Control Expert Review Group and chair, member or patron of many further government and non-government organisations and committees in Australia and internationally.

He has been a leading figure in health policy, administration and advocacy for more than 45 years, has published widely, and has worked with WHO, governments and other health organisations in more than 40 countries.

He is an Officer in the Order of Australia (AO) and has received further awards from organizations including the World Health Organization, the American Cancer Society's Luther Terry Distinguished Career Award, the World Federation of Public Health Associations Leavell Award for Outstanding Global Health Leadership, and many others. He is the current Western Australian of the Year.

Program

Saturday 8 September 2018

Time	Activity	Location
1400-1630	**TEMC Steering Committee Meeting**	M1

Sunday 9 September 2018

Time	Activity		Location
0900-1600	**TEFMA Board Meeting**		M1
0900-1230	**Pre-Conference Workshop: Become innovative about your career!**		M3
1000-1500	**ATEM Council Meeting**		M2
1200-1700	**Registration Desk Opens**	Arrive early and then have the afternoon free to explore. Remember to pick up your Notabag and identification when you register! *Thanks to our Satchel sponsor, and Name Badge sponsor* Turner & Townsend IDentiTech Innovative • IDentification • Solutions	Grand Ballroom Foyer
1230	*Fremantle Express 1*	This is your opportunity to sample some of the delights of Freo before the Welcome Reception commences at 1730, or if you're a first-timer to TEMC, the Newcomers event at 1700. If you haven't advised which coach you'd like to head down to Fremantle on, please contact brittany@laevents.com.au	*Departs from Crown Perth* Please meet at the Riverside Entry
1400	*Fremantle Express 2*	If you decide on this coach departure, you'll have time to take a leisurely wander around Fremantle, and enjoy a brew at Little Creatures Brewery.	
1500	*Fremantle Express 3*	You'll arrive in Fremantle about 2 hours before the function commences, maybe grab a coffee along the famous Espresso strip in Fremantle.	
1600	*Fremantle Express 4*	You'll arrive in Fremantle about 1645 and have time for a quick look around historic Fremantle before joining your colleagues at the Welcome Reception.	
1630	*Fremantle Express 5*	This is your last chance for a free bus ride to Fremantle. This coach will have you arriving just in time to attend the Welcome Reception which starts at 1730.	

Sunday 9 September 2018 (cont.)

1700-1730	**Newcomers Function**	If this is your first time at TEMC, *please register to attend the Newcomers function*, just before the Welcome Reception. You'll get to meet others who have not attended a TEMC before, together with members of the TEFMA and ATEM Boards, and Local Organising Committee. It's a great way to kick off your TEMC, and to buddy up with someone from the profession.	WA Maritime Museum, Victoria Quay, Fremantle
1730-1930	**Welcome Reception**	Perched on the Indian Ocean shore, the WA Maritime Museum is symbolic of Fremantle's past, present and future as a coastal city and port. The Museum features leisure boats, commercial pearl luggers and a rich sailing history, including the famous America's Cup. The Museum inspires visitors to discover WA's affinity with the ocean. Tickets are included with Full Registrations or available for purchase for $100. *Coaches departing Fremantle and returning to Perth city and Crown precinct* *With thanks to our Welcome Reception sponsor* **UniBank**	WA Maritime Museum, Victoria Quay, Fremantle

NOT READY TO HEAD BACK TO THE CITY ...
Fremantle is full of restaurants, and a fabulous Italian history. Grab a group of your colleagues and enjoy some of the delights that Freo has to offer.

Making your way back to the city is easy – you can catch a train, bus, Uber or taxi. The LOC have made some suggestions about where to eat out in Fremantle, or some of the suburbs heading back into the city.

Fremantle Restaurants: Bread in Common, Habitue, Propeller, Bib & Tucker, La Sosta, Nunzio's, The Mantle

Or you can do your own research:

Best restaurants www.theurbanlist.com/perth/a-list/best-fremantle-restaurants-and-cafes

Best bars www.theurbanlist.com/perth/a-list/fremantles-best-bars

PROGRAM

Monday 10 September 2018

Time	Activity		Location
0730	**Registration Desk Opens**		Grand Ballroom Foyer
PLENARY SESSION 1			Crown Ballroom 1 & 2
0845-0850	**Welcome to TEMC 2018**	Master of Ceremonies, Verity James	
0850-0905	**Welcome to Country**	Dr Richard Walley OAM	
0905-0910	**Opening Comments**	Dr Rocio Bona, 2018 Convenor	
0910-0915	**Major Sponsor Presentation**	Chris Sutherland, Managing Director, Programmed ❇ PROGRAMMED	
0915-0940	**Invited Presentation**	*The role of Australian education internationally in a disrupted world* Rebecca Hall, Senior Industry Expert – International Education, Austrade	
0940-1040	**Vice-Chancellor Panel** *Universities in the Age of the Learner* *Moderator – Elena Douglas, Knowledge Society* *With thanks to our sponsor* Lyons	Panellists: Professor Celia Hammond, University of Notre Dame Professor Arshad Omari, Edith Cowan University Professor Deborah Terry, Curtin University Professor David Sadler, University of Western Australia Professor Eeva Leinonen, Murdoch University	
1040-1045	**Sponsor Presentation**	Neil Appleton, Director, Lyons	
1045-1115	**MORNING REFRESHMENTS**	*With thanks to our sponsor* ▦ SPOTLESS Integrated Facilities Services	TEMC Trade Exhibition Grand Ballroom
☕	**Hanging out for a coffee …** we've got it covered thanks to our Barista Cart sponsors. Make your way to the coffee lounges in the TEMC Trade Exhibition.	▦ SPOTLESS Integrated Facilities Services ⦿ JLL®	

PROGRAM

Monday 10 September 2018 (cont.)

CONCURRENT SESSION A Sessions are 45 minutes, with an allowance for 5 minutes change over

With thanks to our session sponsor

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	A1	A2	A3	A4	A5	A6	A7	A8
	Crown 3C	*Meeting Room 1*	*Meeting Room 2*	*Astral 1*	*Astral 2*	*Astral 3*	*Ballroom 1&2*	*Ballroom 3A&B*
	Sherron Fielden	Lucienne Tessens	Craig Lamont	Rocio Bona	Tony Stack	Marisa Banovac	Paula Langley	Sheryl Morgan
1115-1205	Who Wants a Million Dollars? How UTS Reduced Its Energy Consumption Using Space Occupancy People Counters *Bryce Hutchinson, University of Technology Sydney and Mark Westmacott, C3Zero Consulting*	**PANEL** **Do academic workload models improve effectiveness?** *Elizabeth Bare – LH Martin Institute, Stijn Dekeyser and Janet Verbyla, University of Southern Queensland, Alan Reid, Monash University and Mandy Schultz, Deakin University*	Delivering Virtual Software Environments to a Science and Engineering Faculty: A Case Study *Carmel Sang, Queensland University of Technology*	The technology culture map: overcoming the invisible barrier to business intelligence transformation *Omer Yazdani, Australian Catholic University*	Revving the engines of service excellence: the pit stops, speed humps and pot holes of inclusive service design *Sharone Ciancio and Bill McKendry, Australian Catholic University*	Business Partner or Swiss Army Knife? *Nicola Howard and Nikolina Kilibarda, Swinburne University of Technology*	Mentoring Professional Staff for Leadership *Kirstin Dunncliff and Natalie Downing, University of Newcastle*	Student Centred?... Yeah Right *Deborah Young, Ara Institute of Canterbury*

THEME LEGEND

The Built Environment of the Future	Transformational Leadership	Beyond the Physical Environment	The Service Revolution	Working Together to Realise Big Ideas	Corporate Responsibility and Sustainability	👤 HeD Talk

PROGRAM

Monday 10 September 2018 (cont.)

CONCURRENT SESSION B Sessions are 45 minutes, with an allowance for 5 minutes change over

	B1	B2	B3	B4	B5	B6	B7	B8
	Crown 3C	*Meeting Room 1*	*Meeting Room 2*	*Astral 1*	*Astral 2*	*Astral 3*	*Ballroom 1&2*	*Ballroom 3A&B*
	Meaghan Dwyer	Paul Abela	Adam Davies	Mark Hatwell	Gavin Kain	Craig Lamont	Fiona Feist	Carol Home
1210-1300	**PANEL** Monash University & the Passive House approach: how much does it actually cost *Tom Dean, Slattery, Ryan Spittel, Monash University and Clare Parry, Grun Consulting*	ATEM's Journal: What it is, whom it's for and why you should write for it! *Carroll Graham, ATEM*	New Space & Newcastle – The University's Role in Revitalising a City *Damian Burke, University of Newcastle, James Wilson, Lyons Architecture and Anthony Furniss, EJE Architecture*	1210-1230 👤 Continued Learning: Benefits & Practice *Kelli O'Hern, Deakin University* 1235-1255 👤 Swinburne Professional Staff Network *Nicola Howard, Swinburne University of Technology*	The Importance of the Place Experience *Hillary Lambert and Allyson Mullane, Curtin University*	1210-1230 👤 Collaboration as a tool for change *Benedict Ciantar and Cassie Yap, RMIT University* 1235-1255 👤 Working Together to Transform Our Processes Using Smartsheet *Catherine Cheong and Madelaine Sandall, RMIT University*	So, you want to be a Faculty Manager??!! *Elizabeth Wickham, Queensland University of Technology and Lara Jacques, University of Technology Sydney*	What do we think about compliance? University students and staff draw what they really think *Naomi Yellowlees, Jessica Donovan and Pauline Joseph, Curtin University*

THEME LEGEND

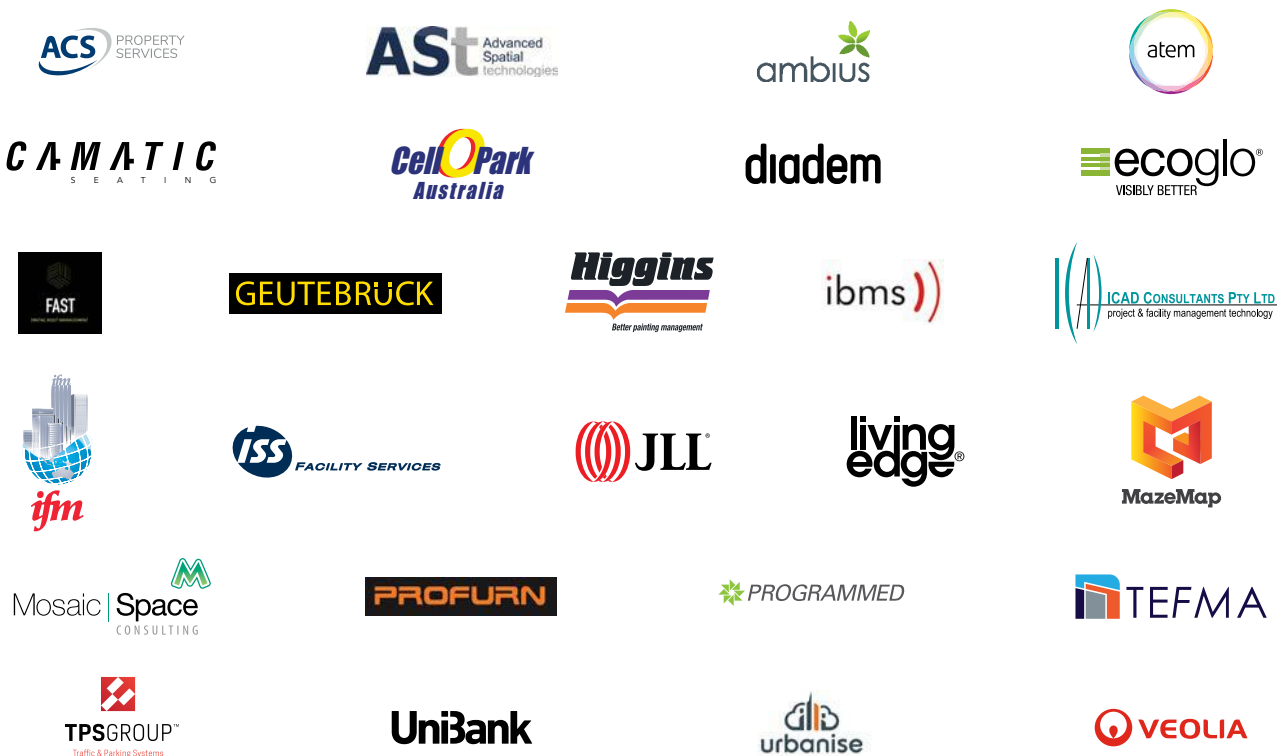| The Built Environment of the Future	Transformational Leadership	Beyond the Physical Environment	The Service Revolution	Working Together to Realise Big Ideas	Corporate Responsibility and Sustainability	👤 HeD Talk

Monday 10 September 2018 (cont.)

1300-1400	**LUNCH**	*With thanks to our sponsor* SPOTLESS Integrated Facilities Services	TEMC Trade Exhibition Grand Ballroom
PLENARY SESSION 2			
1400-1405	**Sponsor Presentation**	UniBank	Crown Ballroom 1 & 2
1405-1445	**Keynote Presentation** *With thanks to our sponsor* MSS security	*Change makers: thinking on our feet and find new ways to make a difference* Amna Karra-Hassan, Founder & President of the Auburn Giants AFL Club	
1445-1450	**Sponsor Presentation**	MSS Security	
1450-1520	**AFTERNOON REFRESHMENTS**	*With thanks to our sponsor* SPOTLESS Integrated Facilities Services	TEMC Trade Exhibition Grand Ballroom
☕	**Hanging out for a coffee …** we've got it covered thanks to our Barista Cart sponsors. Make your way to the coffee lounges in the TEMC Trade Exhibition.	SPOTLESS Integrated Facilities Services JLL	

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Be sure to say hello to them in the Exhibition Hall during refreshment breaks.

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TPSGROUP Traffic & Parking Systems   UniBank   urbanise   VEOLIA

PROGRAM

Monday 10 September 2018 (cont.)

CONCURRENT SESSION C Sessions are 45 minutes, with an allowance for 5 minutes change over

	C1	C2	C3	C4	C5	C6	C7	C8
	Crown 3C	*Meeting Room 1*	*Meeting Room 2*	*Astral 1*	*Astral 2*	*Astral 3*	*Ballroom 1&2*	*Ballroom 3A&B*
	Stuart Muirhead	Garry Bradley	Kelly Whyte	Sheryl Morgan	James Bowman	Kerry Devine	Susan Hudson	Alex Pringle
1520-1605	**Strategies for the Future of Campus Energy – Learning from the Finkle Review and Challenges of the National Electricity Market** *Jordan McPeake and Jarrad Clift, Lucid Consulting and Vikram Kenjle, University of Adelaide*	**2017 Maurie Pawsey Scholarship Winner** **Beyond the bottom-line: find the Public Value in Facilities Management** *Kathryn Robertson, University of the Sunshine Coast*	**University of Canterbury Ernest Rutherford Building - Enriching Science Teaching and Research Experiences** *Stephen Middleton, Jasmax, Mark Homewood, University of Canterbury, David Uhlhorn, Umow Lai and Vino Mudaly, DJRD*	**What do we want? Transport! When do we want it? Now! Mobility-as-a-Service (MaaS) – The future of student transport** *Trystan Eeles, Liftango and Glenn Mowbray, University of Canberra*	**Visualising the Campus Precinct with Spatial Data** *Jade Germantis, University of Melbourne, Ruth Wilson, Architectus and Steve Fox, BIM Consulting*	**Re-engaging the community – connecting campuses through sports and childcare facilities** *David Clarke and David Brian, Design Worldwide Partnership and Bill Boyd-Law, University of Queensland*	**The 'lived space' for professional women managers in the university environment: Anticipating Change** *Nonie Kirker, AUT University*	**Translating Strategy into Results** *Lisa Cornish and Therese Kosmer, University of Melbourne*

THEME LEGEND

The Built Environment of the Future	Transformational Leadership	Beyond the Physical Environment	The Service Revolution	Working Together to Realise Big Ideas	Corporate Responsibility and Sustainability	👤 HeD Talk

Monday 10 September 2018 (cont.)

CONCURRENT SESSION D Sessions are 45 minutes, with an allowance for 5 minutes change over

	D1	D2	D3	D4	D5	D6	D7	D8
	Crown 3C	*Meeting Room 1*	*Meeting Room 2*	*Astral 1*	*Astral 2*	*Astral 3*	*Ballroom 1&2*	*Ballroom 3A&B*
	Geoff Hanmer	Joanne Austin	Nicole Eaton	James Armit	Marisa Banovac	Elizabeth Braithwaite	Ryan Darcy	
1610-1700	1610-1630 👤 Adaptable educational space planning principles: A case study of refining space needs and (en)framing pedagogical requirements *Ana Sala-Oviedo, New Learning Environments and Jennifer Smit, University of Tasmania*	Embracing Community Led Decisions *Lani Weston, Curtin University*	The Virtual and Literal Cutting Edge: Facilities for Simulation-based learning at the University of Adelaide's AHMS Building *Diana Jones, Lyons*	How disruption can deliver engagement *Elizabeth Bishara and Joanna Scarbrough, Auckland University of Technology*	1610-1630 👤 Working with different generations: Maximising our collaboration *Dr Jane Pritchard, Curtin University*	**Association of University Administrators Presentation Winner** Realising the potential of professional support staff within the Tertiary sector *Sophie Sowerby, FAUA, Durham University*	Mixed Reality and Hololens – Inner Space Exploration *Alan Palmer, University of Canterbury*	Evolutions in governance practices and the power of effective reviews – Swinburne's transformative path to good governance *Karen Docking, Swinburne University of Technology*

1635-1655 👤 **(D1)**

Blade Runner 2049: Disconnected Connectivity, The Student of the Future and the Importance of Holistic Design

Maria Panettieri, Jacob's Global Interior Design and Dr Tim Schork, University of Technology Sydney

1635-1655 👤 **(D5)**

Multi-party Innovation + Learning Quickly from Failure

Samuel Field and Brooke Jacobson, Curtin University and David Stephens, Hitachi Vantara

PROGRAM

Monday 10 September 2018 (cont.)			
1700	DAY 1 CONCLUDES		
1830	**ATEM Awards Night**	Bus will depart at 5.45pm from Crown Riverside Entry *With thanks to our sponsor* **UNIpromo** Promoting the Education Industry	Frasers Restaurant, West Perth
1845	**TEFMA Awards Dinner** *With thanks to our sponsor* **BGIS**	Join the walking bus departing from the entrance of Crown Towers at 1830 or make your own way over to Optus Stadium	Optus Stadium, Burswood

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Tuesday 11 September 2018			
Time	**Activity**		**Location**
0800	**Registration Desk Opens**		Grand Ballroom Foyer
PLENARY SESSION 3			Crown Ballroom 1 & 2
0900-0910	**Welcome to the Day and Housekeeping**		
0910-0915	**Sponsor Presentation**	Mac Lydiard, Director, Root Partnerships	
0915-1005	**Keynote Presentation** **With thanks to our sponsor** **ROOT PARTNERSHIPS** Advisory+ Project Management	*Education in a zero barrier world* Steve Sammartino Business Technologist and Futurist	
1005-1030	**Invited Presentation**	*Bench to bedside translation: Academic-industry interactions in developing treatments of rare diseases* Professor Steve Wilton, Foundation Chair in Molecular Therapies, Centre for Comparative Genomics, Murdoch University	
1030-1100	**MORNING REFRESHMENTS**	*With thanks to our sponsor* **UAC UNIVERSITIES ADMISSIONS CENTRE**	TEMC Trade Exhibition Grand Ballroom
☕	**Coffee time...** visit our Barista Carts	**SPOTLESS** Integrated Facilities Services **JLL**	

It's a free night at TEMC

Get together with your colleagues and check out Perth's great restaurants.

PROGRAM

	CONCURRENT SESSION E Sessions are 45 minutes, with an allowance for 5 minutes change over						*With thanks to our session sponsor*	JLL
	E1	E2	E3	E4	E5	E6	E7	E8
	Crown 3C	*Meeting Room 1*	*Meeting Room 2*	*Astral 1*	*Astral 2*	*Astral 3*	*Ballroom 1&2*	*Ballroom 3A&B*
	Richard Kendall	Tony Heywood	Mark Dreschsler	Robyn Causley	Michelle Jordan-Tong	Paul Morgan	Wayne Millar	Russell Caird
1100-1150	1100-1120 👤 **Has Your Building Got the Technology Edge of Today?** *Daniel Ellis and Kayle Gelmi, Arup* 1125-1145 👤 **Facilitating the Built Environment of the Future** *Rogier Roelvink, Turner & Townsend*	**Workshop Navigating the 8 Common Wastes in Higher Education** *Dianne Van Eck, DVE Business Solutions*	**Student Orientation: flexible and dynamic approach to enhance the student experience in a multi-campus diverse institution** *Abhishek Awasthi, Bendigo Tafe and Kangan Institute*	**Centralising student communication for university and student benefit** *Samantha Metzroth, University of Southern Queensland*	**AUT Mana Hauora: A collaborative approach to sustainable solutions** *Mary Henry, Jasmax, Warren Smith, AUT and Steve Roskruge, BECA*	**Thinking outside the square when analysing space counter data** *Christina Peace, RMIT University*	**"Vision without action is a daydream. Action without vision is a nightmare." So in walks STRATEGY!** *Susan Hudson, Western Sydney University*	**Accommodating to accommodation. Business School and Estates and Facilities teams collaborating to maximise the benefit from a brand new facility** *Matthew Hisbent, Oxford Brookes Business School*

THEME LEGEND

						👤
The Built Environment of the Future	Transformational Leadership	Beyond the Physical Environment	The Service Revolution	Working Together to Realise Big Ideas	Corporate Responsibility and Sustainability	HeD Talk

Tuesday 11 September 2018 (cont.)

CONCURRENT SESSION F Sessions are 45 minutes, with an allowance for 5 minutes change over

With thanks to our session sponsor

	F1	F2	F3	F4	F5	F6	F7	F8
	Crown 3C	*Meeting Room 1*	*Meeting Room 2*	*Astral 1*	*Astral 2*	*Astral 3*	*Ballroom 1&2*	*Ballroom 3A&B*
	Jordan McPeake	Tony Heywood	Geoff Dennis	Bruce McCallum	Steve Coumbis	Mac Lydiard	Garry Bradley	Cheryl Honey
1155-1245	**Pushing the boundaries to achieve carbon-neutral, healthy communities** *Nick Bamford, AECOM and Ryan Spittel, Monash University*	**Workshop Cont.** **Navigating the 8 Common Wastes in Higher Education** *Dianne Van Eck - DVE Business Solutions*	**Next stop Monash – improving public transport to the University** *Paul Barton - Monash University*	**12 degrees in 12 months: the UniSA Online tale of collaborative project management** *Clare Caruana and Kirsten James, University of South Australia*	1155-1215 👤 **Private Sector Partnering to deliver both Facilities and Education and Research Opportunities** *Stuart Muirhead, Capital Insight and Chuck Stone, University of Wollongong* 1220-1240 👤 **Public Private Partnership (PPP) – Queensland TAFE (Southbank Campus) and Spotless** *Paul Moir, Spotless*	1155–1215 👤 **The business model of higher education – on life support?** *Damien Barry, University of Melbourne* 1220-1240 👤 **I'm Outta Here (Or Not). Student Self-Management and Retention Strategies at Western Sydney** *Leslie Cowles and Linda Wilkes, Western Sydney University*	**A World Perspective on Facilities: The View from Three Continents** APPA Representative *Ruthann Manlet, University of Minnesota Twin Cities* HEFMA Representative *Peter Peters, Nelson Mandela University, South Africa* AUDE Representative *Keith Lilley, University of Sheffield, UK*	1155-1215 👤 **Maintenance Contracts for 21st Century Buildings** *Vince Simpson, IBMS Pty Ltd and Richard Brennand, University of Western Australia* 1220-1240 👤 **Pimp your Building Management System & reap the rewards** *Glenn Mowbray, University of Canberra*

Tuesday 11 September 2018 (cont.)			
1245-1345	**LUNCH**	*With thanks to our sponsor* UAC Universities Admissions Centre	TEMC Trade Exhibition Grand Ballroom
PLENARY SESSION 4			
1345-1350	**Charity Partner – AIME Mentoring**	Hannah James, Program Manager	Crown Ballroom 1 & 2
1350-1355	**Sponsor Presentation**	Ken Loh, Director, Umow Lai	
1355-1455	**Keynote Presentation** *With thanks to our sponsor* Umow Lai	*Cultural Competence in Educational Institutions – Why it is vital to outcomes for Indigenous people* Dr Tracy Westerman 2018 Western Australian of the Year	
1455-1525	**AFTERNOON REFRESHMENTS**	*With thanks to our sponsor* UAC Universities Admissions Centre	TEMC Trade Exhibition Grand Ballroom
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PROGRAM

Tuesday 11 September 2018 (cont.)

CONCURRENT SESSION G Sessions are 45 minutes, with an allowance for 5 minutes change over

	G1	G2	G3	G4	G5	G6	G7	G8
	Crown 3C	*Meeting Room 1*	*Meeting Room 2*	*Astral 1*	*Astral 2*	*Astral 3*	*Ballroom 1&2*	*Ballroom 3A&B*
	Geoff Hanmer	Liz Bishara	Omer Yezdani	Saurabh Jain	Rocio Bona	Satya Webster	Damien Barry	Liz Bare
1525-1615	Quantum Control Laboratories – designing environments to create the computers of the future *Robert Ousey, Architectus*	Workshop **The UWA Transformation: Implementing a new professional services model** *Jacqueline Flowers, Paula Langley and Sean Ashton, University of Western Australia*	1525-1545 👤 **Designing courses for the future: using artificial intelligence to make students more effective learners** *Dr Karen Lowry and Dr Elham Golpushnezhad, SAE Institute* 1545-1605 👤 **Do higher education institutions need a Digital Passport?** *Dr David Parsons, The Mind Lab by Unitec*	Only TOGETHER Can We Achieve Successful Complex Facilities! *Christina Coleiro, University of South Australia, Warwick Stannus, A.G Coombs, David Tiller, Hansen Yuncken, Peter Vickery, O'Connor Services and Julien Pachot, KBR*	The little engine that could: how a micro-campus is providing opportunities to test ideas for the next generation of projects *Sue McDonald, Curtin University and James Wilson, Lyons*	Leading Change from the Bottom Up *Madelaine Sandall and Joanne Austin, RMIT University*	What's learning got to do with it? Disconnecting employability from 'careers' *Dr Dino Willox, The University of Queensland*	Box Hill Institute – Applying a new procurement and delivery model to higher learning *Paul Gilmore, A.G Coombs*

PROGRAM

Tuesday 11 September 2018 (cont.)

CONCURRENT SESSION H Sessions are 45 minutes, with an allowance for 5 minutes change over

	H1	H2	H3	H4	H5	H6	H7	H8
	Crown 3C	*Meeting Room 1*	*Meeting Room 2*	*Astral 1*	*Astral 2*	*Astral 3*	*Ballroom 1&2*	*Ballroom 3A&B*
	Jordan McPeake	Gladys Britto	Russell Caird	Sherron Fielden	Steve Coumbis	Fiona Bygraves	Susan Loomes	Elizabeth Braithwaite
1620-1710	**1620-1640** 👤 **Renovate or detonate; the value of adopting sustainable urban renewal strategies** *Nathan Humphries, Hassell* **1645-1705** 👤 **Creating a workplace powered by 'human experience'** *Dinesh Acharya, Jones Lang Lasalle*	**1620-1640** 👤 **Creative administration is not an oxymoron** *Benedict Ciantar, RMIT University* **1645-1705** 👤 **Managing Built Assets & Infrastructure for Future Sustainability** *Harish Patel and Travis Gilbertson, Curtin University*	**RMIT Property Services accelerated certification to ISO 55001 Asset Management System** *Andrew Sun, RMIT University*	**USC has collaborated with Veolia to design a leading edge project to deliver a 36% campus energy saving once developed** *Dennis Frost, The University of the Sunshine Coast*	**Transforming Campus Services with improved service quality, safety and cost reduction** *Danielle Rostan-Herbert and David Barker, University of Melbourne*	**Flinders Physical Science Learning Spaces Redevelopment Virtual Reality engagement: Creating innovative teaching and 'Active Campus Nodes'** *Juan Smith, Flinders University, Diana Rosenthal, Architectus and Nathan Foulis, Mott MacDonald*	**Building Leaders** *Sharon Athanasios and Deborah Tetley, University of Wollongong*	**Establishing a Collaborative Community of Practice** *Julie McCusker, Deakin University*
1730-1900	**TEMC 2018 Sponsors & Exhibitors Thank You Function** (Invitation Only)						TWR at Crown Towers	
1830	**ATEM Ghosts Soiree** (Invitation Only)						University of Western Australia Club	

Wednesday 12 September 2018

Time	Activity		Location
0800	**Registration Desk Opens**		Grand Ballroom Foyer
0900-1030	**PLENARY SESSION 5**		Crown Ballroom 1 & 2
0900-0905	**Welcome to the Day and Housekeeping**		
0905-0910	**Sponsor Presentation**	Steve Hunter, Managing Director, Onset Design	
0915-1000	**Keynote Presentation** **With thanks to our sponsor** Onset Design	***10 trends that will define the age of the learner*** Elena Douglas Founder & CEO of Knowledge Society	
1000-1005	**Sponsor Presentation**	Robin Sweasey Director Project Management, Turner & Townsend	
1005-1030	**Invited Presentation**	***Changing the world of health*** Professor Mike Daube Faculty of Health Sciences, Curtin University	
1030-1100	**MORNING REFRESHMENTS**	**With thanks to our sponsor** UniSuper	TEMC Trade Exhibition Grand Ballroom
☕	**Coffee O'Clock?** You need to visit our Barista Carts	SPOTLESS Integrated Facilities Services JLL	TEMC Trade Exhibition Grand Ballroom

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PROGRAM

Wednesday 12 September 2018 (cont.)

CONCURRENT SESSION I Sessions are 45 minutes, with an allowance for 5 minutes change over

	I1	I2	I3	I4	I5
	Crown 3C	*Ballroom 3A&B*	*Astral 1*	*Astral 2*	*Astral 3*
	Richard Kendall	Lyn Marks	Ruth Wilson	Steph Forrest	Lucienne Tessens
1100-1150	**Goodbye Gen Y, Hello Gen Z – Opportunities for Innovative Retail for Students of the 2020 Cohort** *Suzee Brain, Brain & Poulter*	**PANEL** **Enhancement over assurance – Focusing on the student experience to inform the future** *Stuart Terry, Otago Polytechnic*	**Old bones new life. A study in building reuse, art and integrated sustainability at Monash University** *Julian Kosloff, Kosloff Architecture and Jocelyn Chiew, Monash University*	1100-1120 👤 **University of Waikato Law and Management Faculty** *Bruce Curtain and Hendrick Vermeulen, WSP Opus and Tony Dicks, University of Waikato* 1125-1145 👤 **Transforming Space Management: Building Leadership and Capability** *Jon Peacock, University of Melbourne*	1100-1120 👤 **Learning to lead when you're not officially a leader** *Mara Eversons, University of Canberra* 1125-1145 👤 **Creating Opportunities in the Tertiary Environment** *Ben Evans, Danielle Gericke and Rhiannon Silverlock, University of South Australia*

THEME LEGEND

The Built Environment of the Future	Transformational Leadership	Beyond the Physical Environment	The Service Revolution	Working Together to Realise Big Ideas	Corporate Responsibility and Sustainability	👤 HeD Talk

PROGRAM

	CONCURRENT SESSION J Sessions are 45 minutes, with an allowance for 5 minutes change over				
	J1	**J2**	**J3**	**J4**	**J5**
	Crown 3C	*Ballroom 3A&B*	*Astral 1*	*Astral 2*	*Astral 3*
	Yolanda Wosny	Ruth Wilson	Marina Carroll	Ryan Darcy	Lyn Marks
1155-1245	**Not Lazing, Learning: How informal spaces are powering learning on campus** *Michaela Sheahan, Hassell and Ian Thomson, University of Adelaide*	**Monash University: Extending learning to outdoor environments – a nine year collaboration across masterplans, precincts and new landscapes** *Jocelyn Chiew, Monash University and Adjunct Professor Kirsten Bauer, Aspect Studios*	1155-1215 👤 **The RMIT Sustainable Urban Precinct Program – Sustainability outcomes delivered through leadership, innovation and long-term commitment** *Murray Walls, RMIT University* 1220-1240 👤 **Towards a Climate change resilience framework for the University of Melbourne** *Dr Gerard Healey, University of Melbourne*	**Creating a 'Living Campus' – Sharing Information for Teaching and Research** *Stuart Downes and Kylie Chrystal, Curtin University*	**Holacracy in the Swinburne Engineering Practice Academy: a journey into the practice of self-management** *Dr Timothy Smith, Swinburne University of Technology*
1245-1345	**LUNCH**	*With thanks to our sponsor* UniSuper			TEMC Trade Exhibition Grand Ballroom

THEME LEGEND

The Built Environment of the Future	Transformational Leadership	Beyond the Physical Environment	The Service Revolution	Working Together to Realise Big Ideas	Corporate Responsibility and Sustainability	👤 HeD Talk

Wednesday 12 September 2018 (cont.)

	CONCURRENT SESSION K Sessions are 45 minutes, with an allowance for 5 minutes change over				
	K1	**K2**	**K3**	**K4**	**K5**
	Crown 3C	*Ballroom 3A&B*	*Astral 1*	*Astral 2*	*Astral 3*
	Lucienne Tessens	Meaghan Dwyer	Kevin Murphy	Lyn Marks	Michelle Jordan-Tong
1345-1435	How hard does your circulation work? Opportunities beyond the accommodation schedule for the EZONE UWA project *David Gulland, Hassell and Ingrid Harse, University of Western Australia*	**WORKSHOP** **The New Academic Workspace: "The Hybrid Effect** *Amanda Harris, Deakin University and James Calder, Calder Consultants*	Sustainable Development – Policy, Engagement, Strategy and Delivery *Jason Ah Sam and Emma Connan, Deakin University*	Patterns of recruitment of academic leaders to Australian universities and implications for the future of higher education *Dr Susan Loomes, Notre Dame University*	Liberal Arts Students of the Future: Yale-NUS College in Singapore *Dr Navin Rajagobal, Yale NUS College*
	CONCURRENT SESSION L Sessions are 45 minutes, with an allowance for 5 minutes change over				
	L1	**L2**	**L3**	**L4**	**L5**
	Crown 3C	*Ballroom 3A&B*	*Astral 1*	*Astral 2*	*Astral 3*
	Kerry Devine	Kelly Whyte	Paul Morgan	Damien Barry	Lucienne Tessens
1440-1530	A new campus typology: Permanent 'pop up' architecture, a catalyst for change? Macquarie University Campus Redevelopment *Marina Carroll and Luke Johnson, Architectus and Dr Tanya Rose, Macquarie University*	Strategic Directions in Campus Planning & Design: A Series of Case Studies *Meaghan Dwyer, John Wardle Architects*	The New Melbourne Conservatorium of Music – World Class Music Education and Sustainability *Jeffrey Robinson, Aurecon and Russell Vicary, The University of Melbourne*	Activating innovation in university marketing: the Uniwise story *James Armit, RMIT University and Kirsten Emes, Monash University*	Capturing the diversity dividend – is there more we can do to promote workplace diversity and inclusiveness? *Stella Vasiliadis, University of Sydney*
1530-1600	AFTERNOON REFRESHMENTS		*With thanks to our sponsor* UniSuper		
☕	**Hanging out for a coffee ...** we've got it covered thanks to our Barista Cart sponsors. Make your way to the coffee lounges in the TEMC Trade Exhibition.		SPOTLESS Integrated Facilities Services JLL		TEMC Trade Exhibition Grand Ballroom

PROGRAM

Wednesday 12 September 2018 (cont.)			
PLENARY SESSION 6			
1600-1605	**Sponsor Presentation**	Paul Gilmore, Executive Manager Group Business Development, A.G. Coombes	Astral Rooms
1605-1650	**Keynote Presentation** *With thanks to our sponsor* **A.G.Coombs**	*Random thoughts from an equally random mind* Adam Spencer – author, comedian and maths geek	
1650-1700	**Closing Ceremony**	**Association Message** **Launch of TEMC 2019** **Closing Remarks**	
1900-2345	**TEMC Gala Dinner**	Ahoy there me hearties. This year we have decided to embrace the city we are in and celebrate all things NAUTICAL! So grab your sailor hats, your striped tees and eye patches – because we are off to sail the seven seas while we groove to the smooth sounds of Daren Reid and the Soul City Groove	Crown Ballroom 1&2

Thursday 13 September 2018			
Time	Activity		Location
0830-1245	**TEMC Post Conference Technical Tours**	Choose from one of the following tours when you register: • **Curtin University** • **Edith Cowan University (Joondalup Campus)** • **Murdoch University** • **University of Western Australia** Each tour will depart Crown at 8.30am unless specified otherwise on your confirmation. Morning refreshments will be provided.	Please meet at the Riverside Entry

Have a great Time.
Thanks for joining us at TEMC!

SOCIAL PROGRAM

Newcomers

When Sunday 9 September 2018
Where WA Maritime Museum, Victoria Quay, Peter Hughes Drive, Fremantle WA
Time 5.00pm–5.30pm
Dress Smart Casual
Cost Included in all registration types
Guest Tix N/A
Getting There Check the app for coach departure times and departure point

We have a *jam packed* social calendar. All events are ticketed, so please check that it's included in your registration fee or you have purchased a ticket.

Welcome Reception

When Sunday 9 September 2018
Where WA Maritime Museum, Victoria Quay, Fremantle WA
Time 5.30pm–7.30pm
Dress Smart Casual
Cost Included in a full registration
Guest Tix $100 per ticket
Getting There Check the app for coach departure times and departure point

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Spend The afternoon in Fremantle before The Welcome Reception

As there will be buses departing from numerous times on Sunday afternoon, we encourage you to spend the afternoon touring Fremantle. We have put together a ' Spend the Day in Fremantle' list with a variety of things for you to see and do.

Coach bookings required.
download here

SOCIAL PROGRAM
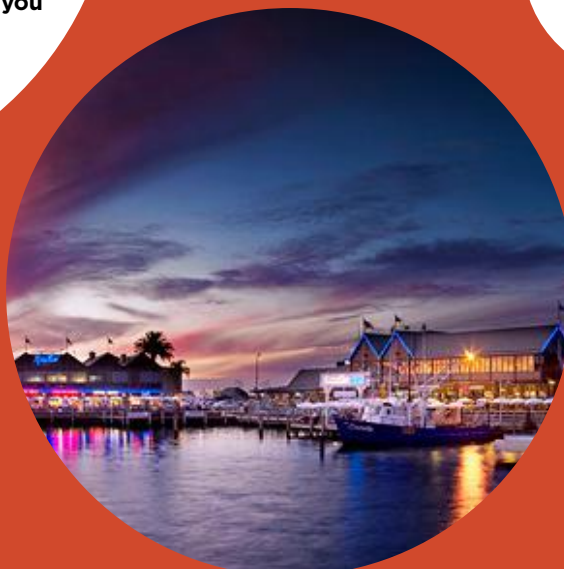
TEFMA Awards Dinner

Please note this event is open to TEFMA Members Only. Business Partners are limited to 3 tickets per business. Tickets to the TEFMA Awards Night can be purchased through the registration process, or by emailing brogan@laevents.com.au
Bus Transfer: A coach will depart Crown (Riverside Entry) at 6.40pm for dinner attendees.

When Monday 10 September 2018
Where Optus Stadium, Burswood
Time 6:45pm – 10:45pm
Dress After 5
Cost Member tickets: $90 Guest tickets: $140
Charity Support TEFMA is pleased to support their official charity – in lieu of speaker gifts at each TEFMA hosted event, TEFMA has pledged to donate to BrAshA-T Ataxia.

BGIS invites you to join them on a tour of the Optus Stadium departing Crown at 5.45pm. Limited spaces, bookings required.

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7th ATEM / Campus Morning Mail Best Practice Awards Dinner

Tickets to the ATEM Awards Night can be purchased through the registration process or by emailing brogan@laevents.com.au
Bus Transfer: A coach will depart Crown (Riverside Entry) at 5.45pm for dinner attendees.

When Monday 10 September 2018
Where Frasers Restaurant
(60 Fraser Avenue, Kings Park, West Perth)
Time 6.30pm-11.00pm
Dress Lounge Suit/Cocktail
Cost $95
Speaker Professor Deborah Terry, Vice Chancellor, Curtin University

atem

Ahoy!

TEMC Conference Dinner

When Wednesday 12 September
Where Crown Towers Ballroom
Time 7:00pm –11:30pm
Theme Nautical
Dress Cocktail or Nautical
Cost Included in a full registration.
Guest Tix with a Day Registration: $170.00 or Guest Ticket: $180.00

Our theme is Nautical...come dressed as your favourite pirate, cruise ship captain, sailor, Gilligan or any of the crew. It will be time to have some fun!

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JLL BARISTA STATION

ENTRY/EXIT

Massage Area

PROGRAMMED

26
25

PROGRAMMED

Catering

TPS GROUP

30
29

CAMATIC

URBANISE

38
37

ACS PROPERTY

4	ISS

2	DIADEM

CELLOPARK

24
23

CELLOPARK

LIVING EDGE NETWORKING LOUNGE

IFM	12
AMBIUS	13
AMBIUS	14
ECOGLO INT	15

ENTRY/EXIT

ADVANCED SPATIAL TECH

22
21

VEOLIA

Catering

TEFMA

28
27

ATEM

Catering

1	BEYOND FM

Charge Bar

GEUTEBRUCK

20

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19	18	17	16

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MONDAY 10 SEPTEMBER 2018

CONCURRENT SESSION A

11:15 – 12:05

A1
Who wants a million dollars? How UTS reduced its energy consumption using space occupancy people counters

Bryce Hutchinson, University of Technology Sydney, Mark Westmacott, C3Zero Consulting

Biography

Bryce has led a varied career kicking off with 20 years in the Power Industry as a mechanical design draftsman specialising in materials handling in Australia and Asia plus the Northside Storage Tunnel Alliance project. The past 17 years have seen Bryce in the roles of Senior Building Information Officer, CAD Manager and Project Manager with the Facilities Management group at the University of Technology Sydney, working on a broad spectrum of projects including Space Utilisation, Refurbishment and Construction works.

Mark Westmacott is a system engineer with over 30 years' experience in building and critical infrastructure automation systems. His background includes the design and implementation of building control systems, integrated security management, energy and water monitoring, and mission critical transport systems and software.

Mark is a graduate of the University of Sydney in Electrical Engineering and a fellow of the Institute of Engineers.

Abstract

Occupancy and Timetable Optimised Ventilation and Air-conditioning Control System (OTOVAC)

The University of Technology Sydney (UTS) developed an innovative, data driven Heating Ventilation and Airconditioning (HVAC) control system that delivered up to 60% energy saving in the operation of teaching spaces. A 7-month trial period achieved substantial real energy savings. The technology will lead to reduced energy, plant capacity and maintenance savings as UTS rolls the system out to up to 600 teaching spaces covering 51,000m2 at its Broadway campus.

HVAC represents a large energy cost for the University. Efficient operation is critical to students and teaching staff. Most theatres, class rooms and teaching laboratories operate between 7:30am and 9:00pm, 7 days a week.

UTS partnered with Axiomatic Technology Ltd (a people counting software company), to develop an accurate occupancy reporting solution, a first of its kind. However, UTS wanted to take this concept further, to drive energy efficiency to a new level, and so the OTOVAC concept was born.

OTOVAC automatically activates HVAC just prior to timetabled use, deactivates it if people don't arrive, and re-activates HVAC if occupancy resumes, reducing the impact of no-show, overbooking, squatting and other occupancy anomalies. Buildings know how many people are in each room and imperceptibly respond to occupants while using just enough energy to maintain optimum comfort and reduce UTS carbon footprint.

C3Zero Consulting was engaged to validate and roll out the new concept, solving a range of technical and human challenges to link OTOVAC into the diverse Building Management Systems environment.

OTOVAC is scalable and can be applied wherever "on-demand" occupancy occurs (including government and commercial buildings, libraries, cinemas, and conference venues). UTS is now exploring new ways to apply the technology to lighting and audio-visual management systems.

The innovative partnership approach connected software developers, sustainability professionals, controls engineers and IT specialists though the University to achieve a world first in smart HVAC management

A2 PANEL
Do academic workload models improve effectiveness?

Dr Stijn Dekeyser[1,2], Elizabeth Baré[2], Alan Reid[3], Professor Janet Verbyla[4], Mandy Schultz[5]

[1]University of Southern Queensland, Toowoomba, Australia, [2]LH Martin Institute, Melbourne, Australia, [3]Monash University, Clayton, Australia, [4]University of Southern Queensland, Australia, [5]Deakin University, Melbourne, Australia

Biographies

Alan Reid

Alan Reid is an Associate Professor at Monash University. He edits Environmental Education Research, and leads the Education, Environment and Sustainability Research Group.

ABSTRACTS

Alan is the Associate Dean (Academic Staff) in the Faculty of Education and as such leads the development of workload allocation processes in the Faculty. Until 2012, he worked at the Centre for Research in Education and the Environment, University of Bath.

Janet Verbyla

Emeritus Professor Janet Verbyla was initially an academic in Computer Science. In recent years she has become be a senior academic leader and executive with a wide range of experience including as interim Vice-Chancellor and Senior Deputy Vice-Chancellor (Academic). Professor Verbyla has extensive experience in designing, communicating and deploying a wide range of strategic changes including academic workload models at school, faculty and divisional levels.

Mandy Schultz

As Manager of Strategy, Planning and Analytics for the Faculty of Science, Engineering & Built Environment at Deakin University, Mandy Schultz has over ten years of experience analyzing resourcing and outcomes of teaching and research at a large academic section.

For more than five years she has led the academic workload allocation processes and implemented its ongoing evolution within the faculty.

Stijn Dekeyser

While his regular research is in data management and web technology, Associate Professor Stijn Dekeyser is also active in the area of workload management, both in terms of research and in terms of developing and commercialising a workload allocation tool. In this context he has collaborated extensively with academic and professional managers at numerous Australian and New Zealand universities. He is currently an acting Head of School at the University of Southern Queensland.

Liz Bare

LHMartin Institute Honorary Senior Fellow Liz Baré has a deep knowledge and understanding of human resource management, having been Head of Administration at the University of Melbourne. Liz consults to universities in Australia, New Zealand and the Pacific on human resources, and has research interests in the structure of the academic workforce and academic workload management.

Concurrent Session A is proudly sponsored by MGS

ABSTRACTS

Abstract

Academic workload models were introduced mainly to create open processes to ensure that academic work was allocated equitably amongst available academic staff members, in part to address concerns over escalating workplace stress. There are now a range of models.

As a whole, the models have evolved to become integral to much of the operation of academic sections at an increasing number of universities.

The emerging trends include

- Alignment of models with performance management processes
- Use of the allocation of time as an incentive for performance, particularly in research
- Development of University wide systems integrated with broader HR/Student/Research systems.
- Use of models to improve productivity in relation to teaching.
- Use of models as costing tools

Besides the existential question of whether the models are even needed, there are pertinent management questions such as

- whether any models are effective,
- whether any are efficient, and particularly
- whether any really improve productivity;
- Has the capacity of the University or academic section to allocate work fairly and efficiently been enhanced by the workload model used?
- Has financial planning and reporting been enhanced through workload management systems?
- What is the next step in the evolution of workload models, processes, and systems?

Facilitator:
- Liz Baré [LH Martin Institute]

Panellists:
- Janet Verbyla, Emeritus Professor, University of Southern Queensland (USQ)
- Alan Reid, Associate Dean (Academic staff), Monash University
- Mandy Schultz, Manager (Strategy, Planning And Analytics), Deakin University
- Stijn Dekeyser, Associate Professor, USQ

A3
Delivering virtual software environments to a science and engineering faculty: A case study

Carmel Sang, Queensland University of Technology

Biography

Working in the sector since 1992, Carmel Sang is the Manager, Technology *Support, QUT.*

Awarded QUT VC Performance Awards in 2009, 2011, 2012 and 2014, nominated for the 2015 VC Excellence Award, Carmel is renowned for building high performance teams, business process improvement and project management.

Abstract

Delivering Virtual Software Environment to a Science and Engineering Faculty: A Case Study

In 2016 we embarked on a journey, little did we know the voyage would be as long and complex as we found it to be. Delivering a virtual desktop environment to the students of a Science and Engineering Faculty, how hard could that be?

As desktop and application virtualisation is growing in popularity, supported by new and unique consumer devices and user demands for mobility, Universities are responding to current trends to move away from traditional PC and move towards user-centric computing. Consequently, there is a need to modify current desktop computing models by combining new operating system deployment with virtualization technologies to enhance desktop infrastructure.

In this talk we will share with you the journey we undertook to deliver software to our students via a Virtual Desktop. We will share our vision, the dream to have every student in the Faculty being able to access the software they needed for anywhere, anytime, any device. Nirvana.

The reality of delivering this vision would place us on a complex journey that would have us partnering with our colleagues from the central IT areas of the University, with the VM Ware vendor and their elite team of experts as well as the academic staff members from the Faculty to enable us to deliver parts of our dream.

What did we learn, what would we change if we had to do this again? What learning can we share with others, both internal and external to our University? What did the students expect and did we deliver.

How far did we get and what have we still to deliver. Come and join us as we share with you the highs and lows of delivering new ways of working for our students.

ABSTRACTS

A4
The technology culture map: overcoming the invisible barrier to business intelligence transformation

Omer Yezdani, Australian Catholic University

Biography

Omer is the Director of the Office of Planning and Strategic Management at ACU, providing high-level specialist advice and business intelligence on matters of strategic importance to the University. Omer also serves as Deputy Chair of the Australian Network of University Planners and the Student Finance Evaluation Panel with Universities Australia. Previously, Omer was a Senior Advisor in the Department of the Prime Minister and Cabinet, State Program Director in the Department of Education and Training, and an occasional lecturer in leadership and management.

Omer's qualifications include a Master of Business Administration (MBA), Bachelor of Business (Marketing), Graduate Diploma in Research Studies and Teaching English to Speakers of Other Languages (TESOL). Omer is a Graduate of the Australian Institute of Company Directors (AICD) and is currently completing his PhD in Organisation Science at Griffith University. His research interests include complex systems, strategy and public policy.

Abstract

Organisational culture is a uniquely potent force that shapes values and behaviours within every university across the world. However, the explosion of technology enabled business solutions, such as big data, artificial intelligence, automation and communications have magnified the importance of understanding the many cultures that exist within the workforce, particularly as it relates to the use of new technology. Current predictions suggest that worldwide investment in big data and analytics will reach $243 billion by next year.

Leaders of technology-enabled solutions must adjust their strategies to take account for different practices in using and disseminating information, and how data is embedded into the practices of strategic decision-making and collaboration.

One of the biggest challenges of new technology and innovation is not availability or development of the technology; it is the invisible barriers to implementation that are a by-product of an institutions technology culture. For this reason, the most successful implementation of business intelligence solutions are driven by and focused on people – not technology. Industry experience shows that failing to recognise and account for technology culture gaps can cost universities millions, not to mention transformation programs that don't realise the benefits they promised.

An unsupportive culture is the biggest barrier to implementing data driven decision-making, getting this right can be challenging, but is worth the effort.

This presentation explores new insights and data on technology enabled cultural norms that exist in companies around the world and how this knowledge can be applied to ensure the success of technology enabled solutions in higher education institutions. This includes methods to understanding and response to key cross-cultural differences; work more effectively across technology cultures; and bolster collaboration, create shared focus and realise benefits. Tools, techniques and prevailing questions are discussed.

A5
Revving the engines of service excellence: the pit stops, speed humps and pot holes of inclusive service design

Sharone Ciancio and Bill McKendry, Australian Catholic University

Biography

Sharone Ciancio has worked in tertiary education for over 20 years in leadership roles focused on the student experience and corporate services. Sharone is the Director of Corporate Services at Australian Catholic University, responsible for leading service excellence and transformation, as well as leading major university-wide projects, such as the Service Central Project. Sharone holds a Bachelor of Behavioural Sciences, Post Graduate in Educational Counselling and Master of Tertiary Education Management. She is a registered psychologist, a Fellow of ATEM and a tragic Game of Thrones fan.

Bill McKendry is the National Manager of Service Improvement at ACU. Bill has extensive project management and policy experience in management roles in the Victorian public sector, which involved improving government services across a range of areas including crime prevention, road safety and the corrections system. He holds an MBA, Post Graduate in Criminology, BA and a Graduate Diploma of Secondary Education.

Abstract

It's tempting to just put your pedal to the metal and pursue your destination as quickly as possible, however, easing off the throttle, taking along fellow travellers and working with a pit crew can be a more positive and engaging experience – gaining insights into your fellow travellers and how their perspective can enrich the final destination.

This has been the approach adopted by Australian Catholic University in pursuing service excellence via the concept of 'Service Central', an ambitious project requiring a collaborative approach across multiple service areas, whilst ensuring involvement of service users in shaping a "big idea" and an agreed destination for the benefit of all. This presentation will outline how 'Service Central' will improve and reshape the service experience by engaging with and including service users and service providers at all stages.

Service excellence is an organisational goal, which aims to deliver an excellent service experience for staff and students. ACU's recently updated service delivery model is expressed through four dimensions: People & Culture; Policies & Processes; Solutions & Systems, and Measurement & Performance. 'Service Central' is a key initiative to bring to life all dimensions of this service delivery model.

'Service Central' will transform the way services are delivered to staff. Through a single location, staff will be able to access information or make a request for any Corporate Service (currently delivered independently by eight Directorates comprising: IT, Properties & Facilities, HR, Finance, Marketing, Student Administration, Planning & Strategic Management, Legal and Governance) from anywhere, at any time and on any device.

This presentation will outline how ACU will achieve 'Service Central', change management efforts and the key knowledge and lessons learnt so far, including:

- How to bring together multiple service directorates to agree on a 'way of working' that is based on the needs and preferences of service users not only service providers?
- How to gain a detailed understanding of your current service delivery and perceptions of service performance?
- How to secure commitment from stakeholders to 'a higher cause' when the benefits are yet to be realised but will require sacrifices in the short term?

The presentation will conclude by sharing how ACU is meeting this challenge by fostering engaged passengers and a supportive pit crew in the drive towards a destination called 'Service Central.'

A6
Business partner or swiss army knife?

Nicola Howard and Nikolina Kilibarda, Swinburne University of Technology

Biography

Nicola Howard is a Business Partner and Business Readiness Manager within the Student and Academic Services department at Swinburne University. She has over 15 years' experience in the University sector the last 7 years in a dual sector environment. Her special interest is lifting the capability and profile of Professional staff and working collaboratively with different areas of a university. She is the Chair of the Swinburne Professional Staff Network and an Institutional Coordinator for ATEM and a member of the BASS region ATEM committee.

Nikolina Kilibarda is the Associate Director, Business Partnerships within the Student and Academic Services department at Swinburne University. Nikolina leads a team of Business Partners to drive innovative, collaborative and agile business improvements across all corporate and academic units. She has over 15 years' experience in the Higher Education sector, specialising in leadership, business process improvement and customer experience. Nikolina is a member of ATEM.

Abstract

Business Partner is a common role title but not all Business Partners are the same. In our context we service a whole portfolio not a single service unit. A team without operational responsibility. We are able to work across silos real or perceived. Providing a full end to end student cycle approach to supporting stakeholders and working with service units on a shared purpose.

Not only trouble shooting which is where our own version of the Swiss army knife can come in handy. Through our shared way of working we are also able to have an impact in the implementation of University strategic initiatives, business process improvements, lead projects and create forums to share information and learnings across the University.

As a team we use an agreed method adjusted from a few that aligned with our way of working in an innovative way e.g. Design Thinking, Agile, change management methodologies and we refer to our tool kit developed by the team. Created to be fit for purpose which includes, stand up meetings, impact assessments, facilitation techniques and an understanding of listening zones and nonverbal cues.

This presentation will demonstrate how we developed this collaborative and innovative way of working and how the organisation has benefitted.

Expected learning outcomes for attendees:

- Demonstrated examples will be used to highlight the benefits of the Business Partnerships team's collaborative and innovative approach to stakeholder management and business improvement activities.
- How to influence people and culture through promotion of fearless innovation
- Success measures, including having a shared goal, clear expectations and transparent communication.

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› Blacktown City Council is looking for a tertiary education partner to lead the transformation of our city.

› Located in the heart of Western Sydney, we are home to 360,000 residents.

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› 37% of Sydney's university students live in Western Sydney, but only 18% study here.

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blacktown.nsw.gov.au/university

Blacktown
City Council

ABSTRACTS

A7
Mentoring Professional Staff for Leadership

Kirstin Dunncliff[1], Natalie Downing, Ruth Pring, Jo Midwinter

[1]The University of Newcastle

Biography

Kirstin Dunncliff is the Centre Manager for the Australian Research Council Centre of Excellence for Geotechnical Science and Engineering at the University of Newcastle (UON). Kirstin has more than 20 years administrative experience in the tertiary education sector working in various roles across three Australian Universities: QUT, UWS and UON, and has a passion for research management.

Abstract

Women in leadership roles often cite a mentor as one of the key enablers of their success. Mentoring is a powerful and mutually beneficial process that helps potential leaders build their confidence, overcome self-limiting beliefs, develop their strengths and identify and seize opportunities. This presentation shares the challenges and successes of a mentoring program developed by the Faculty of Engineering and Built Environment at the University of Newcastle.

Research from the World Economic Forum identifies 10 skills that employees will need to thrive in the future workforce, including Complex Problem Solving, Critical Thinking, Creativity, People Management, Coordinating with Others and, notably (for the first time), Emotional Intelligence. The Faculty of Engineering and Built Environment at the University of Newcastle has also identified adaptability as a critical skill for success in the increasingly volatile, ambiguous, complex and uncertain higher education industry landscape.

In order to meet the workforce demands of the future, the Faculty of Engineering and Built Environment at the University of Newcastle is working towards creating a professional staff workforce (comprising 82% women) that are not only equipped to meet these demands, but are highly skilled, flexible, and adaptable. The Faculty recognises that professional staff contribute skills and attributes, as well as personal and professional objectives, that are different to those that academic staff bring to the sector. And, although there are formal mentoring programs for academic staff within the institution, similar programs are not available for professional staff.

The Faculty has aligned its mentoring program with the University's comprehensive leadership framework that sets out desired behaviours and attributes that support the strategic goals of the institution. It also links with SuccessFactors, a performance review and development process that encourages staff to align personal and professional goals with the work area's needs, providing mutual benefit to both the individual and the organisation. The Faculty's mentoring program builds confidence and enables individuals to build their careers more objectively. It helps them design career development plans, identify gaps and opportunities, and drives performance by clarifying performance expectations.

A8
Student centred? ... Yeah right

Deborah Young[1], Sheila McBreen-Kerr[1]

[1]Ara Institute of Canterbury, Christchurch

Biography

Deborah has worked at Ara Institute of Canterbury for the past twenty years. Her role currently includes leading quality assurance through evaluative self-assessment which also includes overseeing all centralised student feedback and academic policies and procedures.

Deborah is involved at a senior level of the organisation in developing strategic plans, formulating annual plans and overseeing individual projects through to completion from her involvement over the years on the Programme Approval Committee, Evaluation and Review Committee and Academic Board.

Deborah has been involved externally as a moderator for other tertiary organisations and is an evaluator in the New Zealand Qualifications Authority External Evaluation and Review process.

Abstract

Being student centred seems to be the latest catch phrase every tertiary provider includes in their marketing campaign but are we really? What does student centred mean? What does it mean to the students? What does it mean to the tutors? How do we know we have made it? In addition, how do we sustain the behaviours required?

ABSTRACTS

As a sector, we face increased scrutiny related to shifts in patterns of demands reflecting economy, employment and industry trends. Changes to the shape of provision in the Institutes of Technology and Polytechnic sector in New Zealand is currently underway which will affect Ara as we continue to contribute to the Christchurch recovery and the region's growth.

Ara Institute of Canterbury is going through a transformation to deliver a sustainable organisation that truly puts 'students at the centre of all we do'. In many areas, there are effective learning and delivery practices, strong stakeholder relationships, engaging learning experiences and successful graduate outcomes. However, these practices are not consistent across the organisation. We need to establish and embed new ways of working in all teams that will provide a strong foundation for ongoing improvements and most importantly for the success of our students.

A recent study tour of UK further education colleges and universities focused on leadership development, staff performance, and managing student performance and programmes, provided an opportunity for us to see first-hand student-centred approaches. This session will focus on what we saw, what we learnt and what this could mean for our organisation going forward.

The study tour reflections will allow participants in this session to take part in conversations with other colleagues to identify strategies to answer the questions above.

CONCURRENT SESSION B

12:10 – 13:00

B1 PANEL
Monash university and the passive house approach: How much does it actually cost?

Ryan Spittel, Monash University and Tom Dean, Slattery, Melbourne, Australia and Clare Parry, Grun Consulting, Melbourne, Australia

Biography

Ryan Spittel

A graduate of University of Melbourne's Faculty of Architecture, Building and Planning, Ryan's proactive approach, combined with his architectural and project management skillset, has enabled him to manage many challenging projects within education and residential sectors, driving successful delivery through cohesive relationships with key stakeholders.

Tom Dean

Tom has over 10 years of experience advising tertiary, government and private organisations in cost management including cultural, civic, education, residential, commercial and health projects. Past clients include University of Melbourne, Victorian College of the Arts, Monash University, University of Tasmania and Victoria University.

Clare Parry

Clare is a sustainability consultant and mechanical engineer with experience as a Certified Passivhaus Designer, Trainer and Building Certifier. In 2011 Clare founded the Australian Passive House Association and was a Director until late 2017. She is one of the first Certified Passivhaus Designers in Australia, and one of only two Passivhaus Certifiers.

Abstract

Universities are often at the forefront of new sustainable technologies – continually seeking out design opportunities that can reduce environmental impacts. Australian campuses are now becoming exemplars of environmental best practice, demonstrating tangible evidence of their leadership in the war against climate change.

ABSTRACTS

Passive House is one design approach which delivers a very high level of performance and comfort for the lifetime of the building. Although not new on the global scale, it is only just being implemented on larger buildings in Australia.

The question that nobody can answer is how much more does it cost in Australia?

Monash University, pursuing a zero net emissions by 2030 target, is in a unique position to help the industry find out, as it has 3 large projects, each over $50M, which are being designed and constructed implementing the Passive House approach.

What has become quite clear is that the actual cost premium of Passive House is not known within the local market.

This presentation will explore the actual cost of Passive House vs what is the perceived cost or 'risk' that the market assumes. This will also take into account capital vs. ongoing costs, which also raises the question—does it even cost more or do people not understand it?

These questions will be explored while drawing on the three current large live examples at Monash University.

B2
ATEM's Journal: What it is, whom it's for and why you should write for it!

Dr Carroll Graham, ATEM, Dr Peter Bentley, Innovation Research Universities

Biography

Dr Carroll Graham is a third space professional with more than two decades' management experience in the Tertiary Education sector. Following completion of her doctorate in 2013, in which she researched the contributions of professional staff to student outcomes, Carroll now consults across the sector in leadership and management, both in Australia and overseas. Carroll is also Associate Editor for the Journal of Higher Education Policy and Management — ATEM's own journal.

Concurrent Session B is proudly sponsored by Donald Cant Watts Corke

ABSTRACTS

Dr Peter Bentley is a policy advisor at the Innovative Research Universities with expertise in higher education policy and the academic profession. He has worked as researcher at the LH Martin Institute at The University of Melbourne (2010-17) and the Nordic Institute for Studies in Innovation, Research and Education (2009-10).

In 2015 he completed his PhD at the Centre for Higher Education Policy Studies (CHEPS) at the University of Twente, publishing a book 'Academic Work from a Comparative Perspective'. Peter is the Editor-in-Chief of the Journal of Higher Education Policy and Management.

Abstract

This session is held on behalf of the Journal of Higher Education Policy and Management, which owned jointly by ATEM and LH Martin Institute. The journal has been published, under various titles, since 1979 and currently comprises six issues a year. The session aims to open the door for ATEM and TEFMA members to publish in this journal, and also in others. Requirements for writing and publishing in a peer-reviewed journal will be explained and questions will be taken in this interactive session.

B3
New Space and Newcastle – The university's role in revitalising a city

Damian Burke, University of Newcastle, James Wilson, Lyons Architecture, Anthony Furniss, EJE Architecture

Biography

Damian Burke was the Project Director responsible for the delivery of the New Space project. Damian guided the project through the initiation, design and delivery over a four-year period, embracing challenges and leading collaboration with confidence, bold thinking, respect, and strong direction and leadership in achieving significant strategic priorities for the University.

James Wilson is a Lyons Architecture Director and has wide-ranging experience in future directions of pedagogical design for higher education learning buildings across Australia. James brings leading environmental design knowledge to the firm's major projects. James has lectured and taught at the University of Melbourne and at RMIT University.

Anthony Furniss is an EJE Architecture Director and has deep involvement with higher education designing a wide range of award winning teaching and research projects. Anthony brings with him an understanding of building life cycle through his experience in facilities management, as well as design and client management.

Abstract

The NeW Space vision was to bring the University of Newcastle right into the heart of the city and to bring the world to Newcastle. NeW Space was to be the presence to make it clear it was the University for the city, a 'Built Environment of the Future' providing the opportunity to genuinely create something new to the city, new to the University and new in the design.

The NeW Space project was recognised as a catalyst for the revitalisation of Newcastle in the NSW State Government's Newcastle Urban Renewal Strategy. The growth in the University's presence in the city was acknowledged as a key urban renewal initiative which would ultimately stimulate life, culture and employment within the city.

The Project Director will provide an insight to development of the NeW Space brief and how it responded not only to the University's Vision but to the growing desire for the Newcastle community to see an injection of change into a city centre in decline.

Director's from Lyons Architecture, and local Newcastle architecture firm, EJE Architecture will lead the audience through the design response, which is where the design team conceived NeW Space as a great 'gathering' space for bringing together the life of the City with the University.

The design is made up of many of the qualities of the Newcastle Civic Precinct, with active 'learning' frontages to Hunter Street, vistas and pedestrian linkages which connect key parts of the city, and laneways that create a vibrant and creative location. A seamless public realm in and through the precinct connects King and Hunter Streets, and through to the harbour edge to the north, and up to the lower north slope of Cooks Hill to the Gallery via the Civic Park.

As a result, the ground floor was designed to be porous and allow the community to flow in and through the building, sit within learning market place and connect with one another. It seeks to blur the line between the University and the City.

NeW Space now stands as a representation of the innovation that both the University and the city of Newcastle aspires towards. It says we are building a future where both education and the community will be disrupted but we are going to be part of the response to that and allow for change, allow for development and allow for growth.

ABSTRACTS

B4 👤
Continued learning: Benefits & practice Based on research & individual personal experience

Kelli O'Hern, Deakin University

Biography

Kelli O'Hern is a School Administrative Officer in the School of Education at Deakin University, and is one of the two ATEM Institutional Coordinators there. Kelli believes in continued learning and is passionate about further developing both herself and her career.

Abstract

Building and diversifying one's skill set and engaging in continuous learning are essential for career success in today's economy (Eby et ai, 2003), (Dai, De Meuse, & Tang, 2013, p. 111).

The Higher Education sector is changing, and we must be agile and learn to change with it in order to remain competitive and provide value.

One way which we can do this is by undertaking individual continual learning to upskill and stay relevant in our careers, which allows us to better adapt to an ever-changing environment and role requirements.

Aims of presentation and proposed learning outcomes:

The author will share the benefits of individual continued learning and provide suggestions on how the audience can pursue this based on personal experiences and learnings.

1. Why you should keep learning?

To Organisation:

- Benefits individuals and organisation: increased efficiency, effectiveness, confidence, empower staff, personal growth, etc. (Blakiston, 2011).

2. How do you learn?

- 70% Experience, 20% exposure, 10% courses & programs
- Experience and Exposure (informal learning), Courses (formal learning)

ABSTRACTS

3. What you should learn?

- About your role
  - Are there any education/skills gaps? Or ways to improve performance in your role?
- About your industry & peers
  - Join a professional network (ATEM) to network and meet others – learn best practices.
  - Learn about the larger organisation and higher education environment – what challenges do we need to overcome?
  - Learn from a mentor (support, coaching, guidance)
- About Yourself
  - What motivates you to learn?
  - How do you learn best and what interests you? Preferences/personality – tools.
  - What areas do you wish to develop? Mapping capabilities, interests and values. Check for alignment.

B4
Swinburne professional staff network

Nicola Howard, Swinburne University of Technology

Biography

Nicola Howard is a Business Partner and Business Readiness Manager within the Student and Academic Services department at Swinburne University. She has over 15 years' experience in the University sector the last 7 years in a dual sector environment. Her special interest is lifting the capability and profile of Professional staff and working collaboratively with different areas of a university. She is the Chair of the Swinburne Professional Staff Network and an Institutional Coordinator for ATEM and a member of the BASS region ATEM committee.

Abstract

The Swinburne Professional Staff Network (SPSN) was incepted at Swinburne University in May 2016.

The fundamental reason for establishing the Swinburne Professional Staff Network (SPSN) was to provide a new way for colleagues to build positive and collaborative relationships that would enrich their personal and career journey. SPSN provides a forum for all professional staff across over 30 service areas to explore challenges and opportunities and provides an active and responsive network to connect, innovate and inspire.

The SPSN committee is a positive, hands-on, enthusiastic group of staff volunteers who undertake much of the work outside of their normal working hours. Staff are part of the committee because they believe in supporting professional staff and are willing to draw on their varied skills and connections to do so,
while also coaching and mentoring others to develop new skills.

Using the success of SWAN (Swinburne Women's Academic Network) as impetus, the committee has met and collaborated since 2016.

SPSN has been warmly received by Swinburne's professional staff, which has been demonstrated by:

- An average attendance of 80 in 2017 at the Professional Staff Blitz events which are held quarterly with 3 speakers given 10 minutes each to talk about the theme from their own perspective. A light lunch is provided and sponsored by a different service/teaching unit. Leaving time for questions and networking. Recorded so that staff at outer campuses or unable to attend can still participate.
- An average of 87% open rate on the quarterly 'Network News' newsletter, which include feature articles of interest to professional staff, details of upcoming events and introductions to professional staff teams from across Swinburne.
- A quarterly coffee catch up giving an opportunity for all staff including academic staff colleagues to meet in a casual, inclusive environment.
- Planned for 2018 – workshops requested are being added for example – How to use Linked In effectively, preparing your development plan working in small groups to get it started before meeting with your manager.

Through the work and dedication of the committee, SPSN is becoming an integral part of Swinburne, helping to shape its culture and providing Swinburne with the opportunity to show leadership across the University sector. This is done in collaboration with People and Culture portfolio aligning with the University 2025 strategic plan and having representation of an organisational development team member on the committee.

The SPSN initiative received the 2016 Swinburne Vice-Chancellors Culture and Values Award.

B5
The importance of the place experience...

Hillary Lambert, Allyson Mullane, Curtin University

Biography

Hillary Lambert has 20 years' experience as a communications and events specialist for the State's leading cultural institutions, community organisations and as a policy advisor to the Minister for Culture and the Arts and Planning during the rebirth of the Perth Cultural Centre and Forrest Place. Hillary has led the growth of Curtin's award-winning Place Activation program for the past five years, marking a transformation to the student experience of life on campus.
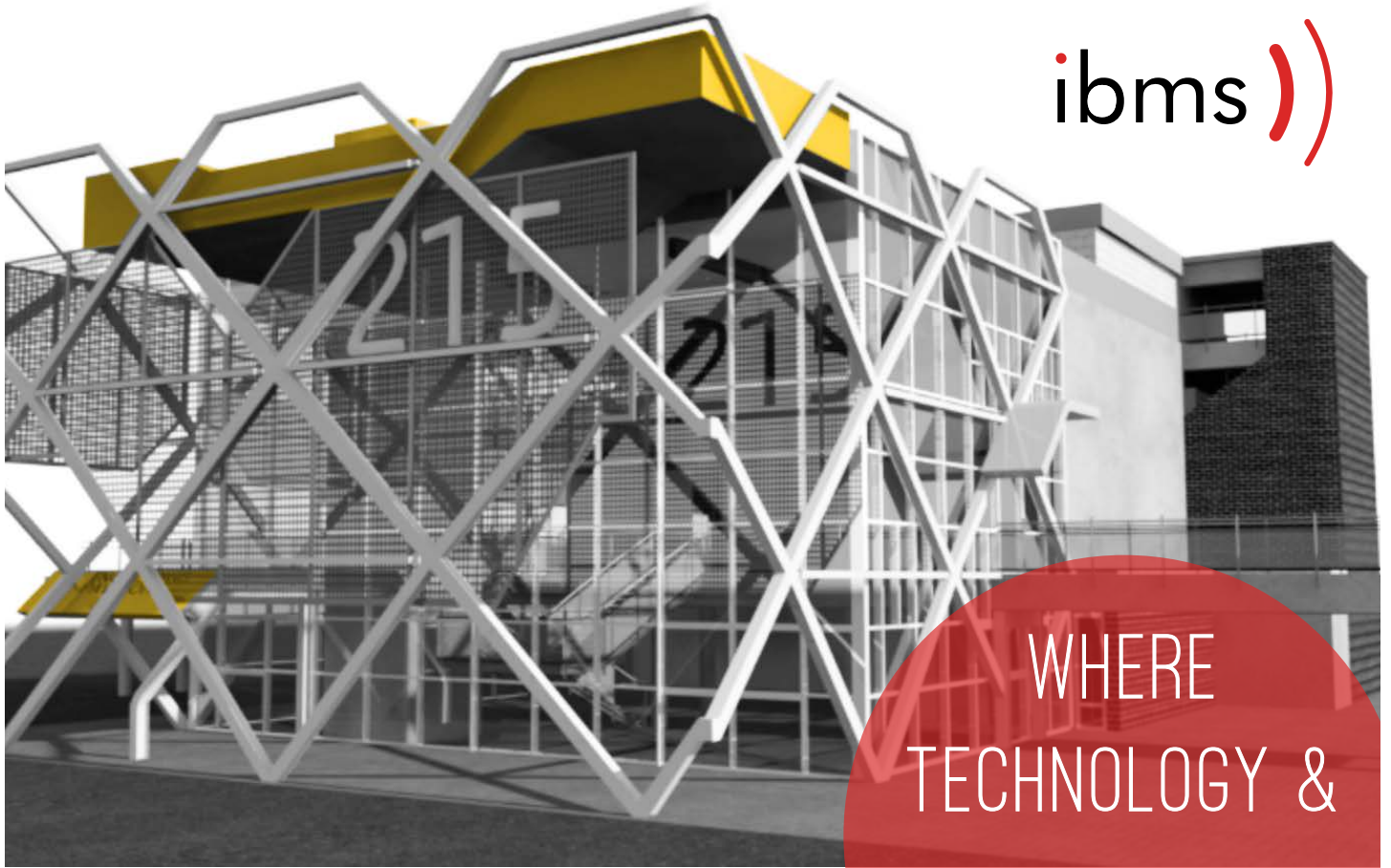
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ABSTRACTS

Allyson Mullane is horticulturalist with 23 years of experience, working some of Perth's most impressive outdoor spaces including Perth Zoo. She is intimately familiar with Curtin's large and biodiverse campus in her 17 years with the University. Joining the team in 2000 to tend the vast gardens, Allyson now heads a multi-skilled team of 19 staff in three teams, Horticulture, Turf & Irrigation Management and Public Places that have the critical role in beautifying the campus grounds.

Abstract

Aims of the presentation

- To present the importance of place in the student and community experience of campus.
- How to maximise your natural and cultural assets.
- To challenge the audience to be more open to collaborating with other teams, searching for the breadth skills their own workplaces (better ways of "Working Together to Realise Big Ideas").
- To challenge the audience to explore the physical environment with new eyes for the great opportunities to improve the campus experience in the most unlikely places.

Western Australia's largest, most multicultural university, more than 50,000 students from 115 countries on 114 hectares –

Curtin University's footprint is larger than CBD, how have we learned to 'activate it'.

This presentation will take a walk-through Curtin University's journey in leading place activation, the transformation of the grounds and the vibrancy of campus life.

We will look at the strategic nature of WHY Place Activation is now core business for our campus?

= Recruitment & Retention & Liveability.

With drivers for change: Technologies – Global Mobility – Competition for Students, Research, and Funding, universities must transform, be better, be amazing. What is your point of difference?

Social and cultural importance of lively places = educational outcomes:

- Take a break: it improves your focus & productivity
- Get outside: you'll feel refreshed and energised
- Feel at home: we want you to be happy and comfortable here

We will look at innovative programs and activations where we have collaborated across other departments to realise greater value; including our Art Gallery, Library, Horticultural team and the Centre for Aboriginal Studies.

For example, how the cultural richness of our indigenous heritage, both flora and fauna and artwork through designing the grounds and adding interpretive elements, such as art, gardens and sound tour, can enhance understanding, appreciation and a sense of belonging.

Tips on HOW to change?

- Be the Guerrilla Bureaucrat > the champion to maintain the excitement
- Enable staff to say YES by clearing the red tape and let it be okay to fail > cause it's not a 'fail' = it's a trial
- Spaces between buildings can be huge assets = first impressions
- Know your customer = feed the need = Make them 'happy'
- You care for them > they will care too = cultivate the care factor
- Trust your people assets > listen and follow through
- Take risks = prototyping is the new planning

B6 👤
Collaboration as a tool for change

Benedict Ciantar, Cassandra Yap, RMIT University, College of Business, Melbourne

Biography

Benedict Ciantar, Coordinator, Program Delivery Services, RMIT University: Benedict is an experienced administrator who has worked in the education sector for almost 20 years. He has worked with a variety of student groups, both locally and on a global scale. He has also co-written and presented a paper at the 7th National Men's Health Conference, Adelaide (2007), and has published several fiction pieces.

Cassie Yap, Project Coordinator, RMIT University: Cassie has worked within the Tertiary Sector for the past 8 years. She is currently working in the College of Business, Academic Services Unit in the Projects Team.

Abstract

As the student population grows and processes, and the tools to document processes, become more numerous and complex, administrative teams run the risk or working in silos. The risk with silos is misalignment across schools and faculties and, ultimately, inequities between the student populations. How do we overcome these ways of working? What are the best practices for (re)designing and implementing processes and (re)connecting teams?

Timetabling and class scheduling was identified as a pain point within the College of Business. In order to identify the key factors contributing to the misalignment of timetabled classes and class scheduling (setting up classes for enrolment) we identified and consulted with stakeholders to map out the current processes for timetabling and class scheduling and identified opportunities for process improvement.

Our findings showed that there was no clear end-to-end process owner. This resulted in an overlap of responsibilities in the data gathering process, which lead to multiple versions of the same information. Additionally, the lack of a clearly documented governance structure lead to poor communication of timetable and class scheduling changes, which resulted in a misalignment between the timetable and enrolment systems. Ultimately, this caused an increase in student enquiries and poor student experience.

This presentation will demonstrate how we collaborated with stakeholders to redesign the end-to-end class scheduling and timetable process in order to improve staff and student experience.

B6 👤
Working together to transform our processes using smartsheet

Catherine Cheong, Madelaine Sandall, RMIT, Melbourne

Biography

Catherine has worked within Higher Education for the past 6 years at ACU, Monash University and RMIT. She is currently working at RMIT in the College of Business overseeing the Assessments team managing completion of students, exams, results and academic progress.

Madelaine is an experienced manager and leader who has worked within academic services for 17 years across institutions within the UK and Australia. Experience expands across all cohorts from vocational to postgraduate, both locally and on a global scale.

Abstract

Aim: To showcase how collaboration and creative thinking using technology resulted in the transformation of processes.

Summary: Technology in Higher Education requires the ability to be agile and ready to adapt to the needs of our ever-changing student body. This isn't always possible when all parts of the University are fighting for system upgrades and new systems. As administrators our hands are often tied in bringing in system improvements and are required to manage processes the best we can with what is available to us.

ABSTRACTS

This case study highlights how we collaborated with stakeholders across the University and sought out our own solutions in taking the opportunity to change the way we work through easy to use technology.

Inspired through attendance at TEMC conference in 2017 to find a solution to one of our processes that causes the most headaches which was Unsatisfactory Academic Progress. An opportunity was identified by the Academic Services Unit through collaboration with another team in the University when introduced to a new system called Smartsheet. The team identified a number of processes which would benefit through a move to Smartsheet with the process which had the largest impact identified as Unsatisfactory Academic Progress.

The team took a collaborative approach in introducing this new Unsatisfactory Academic Progress process which previously required at least five hard copy pages per student with three signatures of approval required for exclusion. Through consultation with stakeholders including Schools, Academic Registrars Group and the Student Union, the process moved to Smartsheet which incorporated an online workflow for approvals that were generated automatically through the system settings.

The result of this was that the process became entirely paperless and held up as a model of good practice by our stakeholders, with a view to now working with other stakeholders across the University to roll this process out further. Through this small opportunity that was presented to us we were able to establish stronger working relationships, transform our processes and take control of shaping the way we work with technology.

Preferred Learning Environment

Lecture displaying videos and demos of our system improvements.

B7
So you want to be a faculty manager??!!

Elizabeth Wickham, QUT, Lara Jacques, University of Technology Sydney

Biography

Elizabeth Wickham is Faculty Manager for the Science and Engineering Faculty at QUT. She has worked in a variety of roles in higher education in Australia and abroad, as well as in publishing and health, as Director of a management consultancy and has held several Board appointments.

Lara Jacques is Faculty General Manager, Arts & Social Sciences at University of Technology Sydney. Lara has worked in operational management positions in higher education, not-for-profit and the corporate sectors in Australia, New Zealand, Kingdom of Tonga and the U.K.

Abstract

Have you got what it takes to be a general manager? Do you really know how a Faculty Manager fills their day? Are all Faculty Managers created equal? What pathways are there to become a Faculty Manager? Many professional staff working in universities see the Faculty Manager role as one to which they aspire, and this presentation is designed to outline the competencies and complexities attached to the role.

The Faculty Manager's role is varied and can have vastly different characteristics and accountabilities, certainly when compared across universities, and sometimes even across faculties within the same university. The role is a mix of the strategic and the operational. It can have different accountabilities and responsibilities, ranging from:

- leadership and culture building
- core services like strategic planning and governance
- enabling services like HR and finance
- university sector-specific functions like student services and research management
- highly specific and compliance-driven functions like technical services and health & safety.

We will compare and contrast the Faculty Manager role in two different universities – QUT and UTS – and within different disciplinary contexts – Engineering/Science and Arts/Social Sciences. Common ground across these roles will be explored, and so will the differences. Our different pathways to our current roles will demonstrate the diverse backgrounds and skill sets that can lead to success.

ABSTRACTS

We also explore the key tensions and challenges of the role. One example is the increasingly common need to operate within matrix structures that require both control and influencing skills; another requirement is to be able to supervise and take accountability for functions for which we personally have no specialist expertise. All of these topics will lead us to conclusions about how to make a success of the role.

The Faculty Manager role is critical in Universities, acting as a key conduit between central university professional functions and academic communities. This presentation is for all colleagues interested in pursuing a role in faculty management and more broadly with an interest in a general leadership role.

B8
What do we think about compliance? University students and staff draw what they really think

Naomi Yellowlees, Jessica Donovan, Dr Pauline Joseph, Curtin University

Biography

In 2015 Curtin received a Best Practice commendation for Excellence in Policy from the Association for Tertiary Education Management (ATEM). As a compliance professional Naomi understands how culture and accepted behaviours will influence the way written words in policies and procedures are interpreted and acted upon- or not. Jessica collaborated with Dr Pauline Joseph and Naomi in this current research on perceptions of 'compliance' in the university setting. Naomi has worked at Curtin for 11 years with extensive experience in compliance and Jessica graduated with distinction in Masters of Information from Curtin in 2017. Jessica currently works for Western Power as a Document Controller and has 8 years industry experience.

ABSTRACTS

Abstract

As tertiary education professionals, we create and administer compliance frameworks for various legislative and regulatory strategies implemented in our universities. But are we aware how our corporate end users perceive compliance? Is it perceived negatively or positively? What emotions are elicited and expressed? More importantly, what lessons can we learn from their perceptions to improve our governance strategies for better acceptance and success of our compliance frameworks?

We share our empirical research findings on how compliance is perceived by the Curtin community – students, academics and professional staff. We used a visual arts research methodology and asked participants to draw-and-write how they perceive compliance at the Curtin. We will discuss how the dataset compares against how compliance is defined in academic sources and corporate policies.

We share illustrations of participant's perceptions of compliance from a dataset of over 350 drawings. We analyse the iconography and symbolism of this drawing dataset and discuss the emotions they expressed about compliance. We further share how the Director Legal and Compliance Services at Curtin University will be using these findings to implement and communicate improved compliance strategies.

CONCURRENT SESSION C

15:20 – 16:05

C1
Strategies for the future of campus energy – Learning from the Finkle Review and challenges of the National Electricity Market

Jordan McPeake and Jarrad Clift, Lucid Consulting Australia, Vikram Kenjle, The University of Adelaide

Biography

Jordan McPeake is a Mechanical and Sustainability Engineer at Lucid Consulting. Jordan is also a graduate of The University of Adelaide where he completed a Bachelor of Mechanical and Sustainable Energy Engineering with honours. Jordan's project experience includes both technical infrastructure design and high-level sustainability strategy.

Jarrad Clift is a Chartered Professional Engineer and has completed a Bachelor of Engineering with honours at the University of Adelaide and studied business at Stanford University. As a director at Lucid Consulting Jarrad has experience working with more than 20 Universities across Australia on a diverse range of projects.

Vikram Kenjle is the Energy Manager at the University of Adelaide, a member of the Group of Eight Universities. Vikram currently heads the University's strategic plans for diversification of energy sources for improving energy security as well as accelerate the University's pathway to operational carbon neutrality and beyond.

Abstract

Australia's energy network, the National Electricity Market (NEM) has faced significant challenges due to rapid changes in technology and market structure. Difficulty in meeting these challenges resulted in network instability, supply interruptions,

and high energy costs. The same changes in technology and market structure are affecting the way in which university energy networks are developed and operated. What can be done to address these challenges and ensure future university networks remain secure, reliable and efficient into the future?

This presentation takes lessons learnt from Australia's energy network crisis and the Independent Review into the Future Security of the National Electricity Market (Finkle Review) to describe the way in which universities with large and complex campuses can implement strategies to successfully develop and manage their future energy networks and support the built environment of the future.

The University of Adelaide intends to be a leader for the transition to the energy network of the future. The University has embarked on a plan to begin network transformations across all campuses to support the future built environment. These campuses provide a real example of the potential challenges and complexities that may be faced by all future university microgrids. Analysis of potential challenges and complexities will be aided by analogy to the existing NEM and will include:

- Developing and managing high voltage transmission and low voltage distribution infrastructure.
- Maintaining network reliability while integrating and expanding on-campus variable renewable energy generation.
- Utilising energy storage.
- Implementing advanced internal metering.
- Securing energy management systems against cyber threats.
- Employing complex control functionality including demand response and peak load shifting across campuses.
- Maintaining effective governance and regulation.

The primary goal of university facilities departments will be to ensure network health is maintained. Network health comprises successful management of multiple systems and can be assessed by several indicators, including:

- Efficient and affordable pricing.
- User confidence.
- Decreasing emissions.
- Reliability of supply.
- Security in system operations.
- Fit for purpose governance.
- Robust and responsive management and planning.

The role of a strategic energy plan is to plot a course towards good network health and must address each of the above indicators. From this presentation, the audience will consider their own future energy networks in comparison to the NEM and the University of Adelaide and how they might continue planning for the built environment of the future.

C2
2017 Maurie Pawsey Scholarship Winner
Beyond the bottom-line: finding the Public Value in Facilities Management

Kate Robertson, University of the Sunshine Coast

Biography

Kate Robertson has been with USC for 10 years and, as Communications and Project Officer, is an integral member of Capital & Commercial team. Her responsibilities include all departmental administration and communications; management of retail operations; and the delivery of capital works projects. Kate has a degree in Social Anthropology from the London School of Economics & Political Science, a diploma in Project Management, and a Masters in Communications from Griffith University.

Abstract

The Australian tertiary education sector is continuing to move into an uncertain fiscal climate with funding freezes and the dissolution of capital grant schemes. As Professor Glyn Davis, Vice-Chancellor of the University of Melbourne questioned at TEMC 2017, "will higher education be following the monasteries into ruin?". Universities can no longer ignore a perception that they are cloistered and elitist. This perception however, is only that. In fact, the impact universities have on their populations, whether students, staff or local communities, is substantial. All we need is the right tool to communicate our impact and Public Value may be the solution.

Currently the concept of Public Value is not widely, if at all, used by Australian universities in relation to the facilities management (FM) portfolio. With one of the largest budgets of a university, FM departments need to strive for efficiency and cost-effectiveness but to only measure performance by economic indicators alone does not capture the other social, cultural, and environmental values its operations create. Yes, FM can have significant impact on local economies through purchasing and capital works activities, but the FM department is also the custodian of the campus. A place to belong. Along with being responsible for the tangible cultural artefacts of a university's identity, FM is also the leader in environmental responsibility and the architect of the social spaces that enable people to build relationships. Public Value therefore captures all of FM's benefits and proposes how we extend our influence to secure our future. For if we cannot measure and communicate the spectrum of our value, we cannot justify it in the face of cost cuts and resourcing freezes.

ABSTRACTS

As the recipient of the 2017 Maurie Pawsey Scholarship, I attended the 2018 APPA conference held in Washington DC and visited universities across the United States in a bid to see how other institutions communicate the benefits their operations deliver, and how they measure their performance besides the financial bottom-line. The learning outcome will be a Public Value framework and rigorous set of value indicators that will collect the data necessary for funding applications, the formation of partnerships, and cultivation of collaboration between institutions. Applicable to the whole suite of FM activities, and the ability to scale the methodology from the global research university to the isolated field station, Public Value will serve as a tool available to all TEFMA members.

C3
University of Canterbury Ernest Rutherford Building – Enriching science teaching and research experiences

Stephen Middleton[1]Jasmax, Mark Homewood, University of Canterbury, David Uhlhorn, Umow Lai, Vino Mudaly, DJRD

Biography

Mark Homewood is the Principal Project Manager at University of Canterbury. He is responsible for the delivery of the Rutherford Regional Science Innovation Centre, part of redevelopment of the Ilam Campus post quakes. Mark's track record is in delivering highly technical buildings such as data centres and trading facilities.

David Uhlhorn is a Director of consulting engineers Umow Lai, based in Melbourne, Australia, and lead the RRSIC Services Engineering Design team. With over 30 years' experience in the design of advanced technology projects, David is a passionate advocate for integrating energy efficient design into laboratories without compromising safety or functionality.

Stephen Middleton is a Principal at Jasmax where he has worked since 2002. He has been responsible for the design and delivery of many of New Zealand's most significant tertiary science and health buildings and is currently collaborating with UK architect Hugh Broughton on the redesign of Scott Base, Antarctica.

Abstract

The University of Canterbury's new Ernest Rutherford building is Stage 1 of the Rutherford Regional Science and Innovation Centre. The building is the University's first major re-build project following the catastrophic earthquakes in Christchurch in 2010 and 2011.

The project commenced just two years after the earthquakes and signalled to New Zealand and the world, the University's determination to restore and reinvigorate the Ilam Campus, and to attract new students and STEM research back to the city.

This building, sitting at the primary crossroads of the Campus, will be the largest component of an integrated Science Precinct and is designed to reinforce interconnectedness between faculties and enhance campus orientation. The project brings a new heart and identity to the centre of the campus. Science activities previously widely dispersed are now gathered together under one roof.

The call from the client was to "Get us closer to the students! Bring teaching closer to research!" They also told us that "Our building should reflect our culture of openness, willingness to share and working together as one team." What we understood from this was that students needed to be exposed to all the learning and research pathways available to them and to be inspired by the science happening all around them.

From the outset there were many challenges:

- How do we introduce new teaching and learning practices for the College of Science within a smaller physical footprint?
- How do we approach the technical, security and containment requirements of a specialist research facility, whilst maintaining visual linkages and a real sense of connection between teaching and research?
- How do we create a hub that maintains UC's current research excellence and enables it to innovate and shape tomorrow's science?
- How do we accommodate a 'multiplicity of specificity' – a singular facility offering specialist spaces and services to multiple science platforms with sometimes opposing requirements and also achieve high performance energy efficient design?

This project was designed to bring clarity to complexity. It brought planning strategies including zoning, graduated planning and stratification to the layout of the whole building. This enabled each discipline to maintain a unique identity and control over their space, without loss of flexibility. It also maximises the opportunities for increased awareness and visibility across disciplines and creates a space that brings teaching and research together far more efficiently than previously. The building defines a new science culture of collaboration, openness, and engagement.

ABSTRACTS

C4
What do we want? Transport! When do we want it? Now! Mobility-as-a-Service (MaaS) – The future of student transport

Trystan Eeles, Liftango, Glenn Mowbray, University of Canberra,

Biography

Trystan Eeles is COO and co-founder of Liftango shared mobility technology company. here, he continues to leverage all the experience and good-habits gained through 10 years as a management consultant.

With a background in Engineering and innovation, Trystan is a self-confessed technology nerd with a lifelong interest in the transport industry. The team at Liftango now focus on solving the congestion and parking headaches we all experience on a daily basis, by changing the way we commute.

Glenn is the Operations & Maintenance Manager at the University of Canberra, and the current Treasurer and Secretary of TEFMA. Glenn's experience is diverse: across commercial, retail, developments and Higher education; which has allowed unique access to clever and innovative solutions driving change in operations at the University. An interest in using data to drive continual improvement, and in broad networking for shared learning drives his success.

Abstract

Student transport is a significant part of the higher-education puzzle. It affects the Uni's built environment and social cohesiveness. Nascent technologies of Autonomous Vehicles, AI and connectivity enabling the sharing economy are driving a downward trend in private vehicle ownership and driving licence applications alongside a broader paradigm shift in personal mobility towards Mobility as a Service (MaaS – individuals subscribe to a mobility service, using 'mobility credit' across transport modes).

These changes will have profound effects on the physical and social environment of Universities of the future. Liftango is a catalyst for this change and we want to help FM professionals to embrace and shape it rather than react to it.

Relevance: Student services and facilities management teams administrate the infrastructure which dictates student mobility behaviours. This talk will help these teams to think differently about transport strategies for facilities, to offer more streamlined, progressive, integrated mobility systems that can have a positive influence on learning outcomes and the built and natural environment.

Focus: How could integrated student mobility service look in the future, what effect will this have on facilities, students, communities, and stakeholders. What strategies should FM teams be implementing now to enable their organisations to take the lead and drive the positive changes?

Analysis: Our view is that the traditional facility campus will be impacted by the advent of autonomous vehicles and MaaS. Demand for parking will change significantly, drop-off and pick-up spaces will change, universities will start to include a MaaS subscription for students (built into fees), collaborative consumption will be commonplace (e.g. share bikes) commonplace.

Method: Liftango is a shared mobility technology provider leading the shift towards shared mobility as a service through on-demand bus and rideshare services. Liftango is seeing the rapid change in the behaviour and expectations of young people.

The ubiquitous 'Mobile First' principle will drive MaaS towards a user experience of Trip Planning, Trip Executing and End-of-Trip activities in a seamlessly integrated mobile application. Liftango's integrated on-demand bus, rideshare and cashless parking service for universities is a step in this direction.

Learning Outcomes: Attending will challenge your preconceptions of university transport ecosystems, how you can lead this change (your customers are the young, restless, early adopters), how MaaS for Uni might work, including demand responsive shuttles, carpooling, carshare, bikeshare and cashless parking integrated into one seamless service. How the future of cryptocurrencies, decentralised block-chain technology might support integrated transport ecosystems.

C5
Visualising the campus precinct with spatial data

Jade Germantis, University of Melbourne, Ruth Wilson, architectus, Steve Fox, BIM Consulting

Biography

Jade Germantis leads the Space Planning and Spatial Data teams at The University of Melbourne with a focus on driving the optimal utilisation of the University's portfolio of space.

Ruth Wilson is a Director of architectus working on strategic projects with the University of Melbourne.

Steve Fox is Managing Director of BIM Consulting, a subsidiary of architectus which specialises in digital design and technology

ABSTRACTS

Abstract

Universities capture, maintain, analyse and report on enormous amounts of useful data about their spaces with complex spatial data being recorded at the building, floor, room and even workstation level. This micro level of detail is typically visualised via 2D floor plans linked to spatial databases and reported through business intelligence dashboards and spreadsheets.

The university executive, space planners, faculties, facilities managers and design teams are often required to interpret complex space scenarios at the wider precinct or campus level for relocations, decanting, retirement of buildings, redevelopments and new builds. Whilst micro-level detail contained in floor plans and spatial databases is an imperative function for university planning and operations, a precinct wide macro-level view is also an imperative function in the decision-making process of strategy and space.

architectus is working together with the University of Melbourne's space planning team to enhance the visualisation of their massive spatial repository with a precinct-wide 3D model format – in a nutshell, the rich spatial data contained in the University's Space Management system is now able to be visualised in 3D at a campus wide macro level.

The campus is viewed as a colourful 3D image. Each coloured cell is a room, the 3D model can be viewed from any angle, cut as sections or plans, and each cell can be interrogated on screen to divulge the full information set contained in the university's spatial database. The model can be filtered to show hundreds of unique aspects of the space eg: a 3D image of the locations of all laboratories on campus, then filtered more finely to show only the PC2 labs. Learning spaces can be shown by Faculty, or by type, or by capacity. Workplaces can similarly be shown in the fine grain of occupancy type eg: professional shared office, single academic office, open plan etc... The next step is to utilise the 3D model for scenario modelling.

The 3D model depicts 27,000 rooms within the University of Melbourne's Parkville campus. All the corresponding spatial data for each room contained in the university's spatial database is embedded as individual items of room metadata, such that there are over 1.5 million individual pieces of data encapsulated within the overall model.

The model offers resounding visual clarity on the space management proposals designed by the university's space planning team when presenting to senior university stakeholders.

ABSTRACTS

C6
Re-engaging the community – connecting campuses through sports and childcare facilities

David Clarke[1], Stephen Cheney[1], David Brian[1], Bill Boyd-Law[3], Mr Peter Cook[2]

[1]dwp – Design Worldwide Partnership, Pyrmont, Australia, [2]Latrobe University, Melbourne, Australia, [3]University of Queensland, Brisbane, Australia

Biography

David Clarke is a highly experienced education architect with a unique skillset, David has a background in both Psychology and Architecture leads dwp's education sector portfolio across their Australian, Asian and Middle East studios.

Stephen Cheney is a recognised authority with a 30-year track record on the development of large scale community projects throughout Australia. His innovative approach and thorough understanding of master planning, feasibility, strategy and operational imperatives is highly sought after by clients for new and existing civic projects.

David Brian has a rich background in leading health, aged care, education and industrial projects and has played key roles in managing and delivering complex, large projects. As a result, he has a deep understanding of the contribution that built form makes to the environment, particularly with regard to community infrastructure.

Abstract

Professor Glyn Davis' keynote at TEMC17 raised the spectre of a Henry VIII-style grab for University assets unless tertiary institutions re-engaged with the communities in which they are embedded. Ivory towers no longer, and being forced to reassess their value propositions, Universities are reinventing their campuses to become vibrant 24/7 activity hubs offering retail, accommodation, entertainment, sport and recreation opportunities and essential services like childcare and medical facilities to attract and retain the best staff and students and to provide new and attractive community infrastructure.

Showcasing the successful integration of non-academic facilities into established University campuses, dwp (Design Worldwide Partnership), Latrobe University and the University of Queensland showcase two examples that explore the benefits of expanded campus offerings.

The Margaret Cribb Childcare Centre at the University of Queensland's St Lucia campus in Brisbane is a world class education facility for 154 children, using eight kilometres of recycled timber as the external façade and bespoke windows to reflect the natural landscape; transforming the building into a public art installation.

The result is contemporary, cutting edge design that contributes positively as an entry statement to the St Lucia campus and also to UQ's standing as global education centre of excellence. UQ believes great amenities, like childcare facilities, attract good staff, academics and students.

Latrobe University's new Sports Centre at their Melbourne campus is a comprehensive sporting facility, replacing the existing sports centre that has reached its capacity and the end of its functional lifecycle. The new Centre seeks to fulfil the aspirations of the University's Campus Masterplan that seeks to bring '… the community into the campus … blurring the lines between the University and our surrounding neighbourhoods.' The new suite of facilities includes 2 x multi-sport courts, a 25m pool, multiple fitness studios squash and tennis courts and a function centre. It will cater for student and staff demands, support teaching programs, provide placements for students to gain supervised experience, support student club operations, and have the requisite capacity to be offered for use by schools and the broader community. It will offer a welcoming, safe and accessible environment that offers facilities and a level of amenity comparable with community recreation offerings in the local market.

This session will explore how these two projects were approached from an architectural and University strategic perspective, and how they both feed into the broader narrative about reconnecting campus to community.

C7
The 'lived space' for professional women managers in the university environment: Anticipating change

Nonie Kirker, AUT University

Biography

Nonie has worked in various roles in tertiary education administration at ATI, AIT and AUT for around 30 years and is also the Northern representative for the Aotearoa branch of the Association of tertiary Education Managers (ATEM). Nonie completed her Masters of Business degree in 2012 with a thesis on 'Older Women workers" and is presently a Doctoral Candidate in the Faculty of Business, Economics and Law at AUT University. She is undertaking a thesis research project exploring the identity of non-academic women managers in New Zealand universities.

Abstract

This presentation will share the initial findings from a doctoral study undertaken to gain insight into the experience of professional women managers and how they understand their roles, professional identity and career opportunities within the tertiary sector.

ABSTRACTS

This research was undertaken in universities within New Zealand to explore the individual experience of women working as managers in academic departments. The presentation aims to bring awareness to the issues around professional identity and career opportunities for non-academic staff within universities. In addition, some initial recommendations towards improving both professional identity and career opportunities will be outlined. The findings from the study have implications for all non-academic staff working in the tertiary environment.

The impetus for my interest in this topic has evolved over the many years I have spent working as a non-academic staff member in a tertiary education environment. During this time I have worked in varying roles at various levels, both in central university units and academic units. I used to wonder about my career, and question my own professional identity. This was particularly noticeable when people outside the tertiary environment asked "what do you do?" I would answer "I work at the university". Their reply would usually be "What do you teach there?"

There is still limited understanding of the 'non-academic' career (Lewis, 2014) and it remains invisible within and outside the university sector. Unlike academic staff who have a strong sense of belonging to a profession, non-academic staff claim many professional characteristics but their sense of professional identity is limited (Kolsaker, 2014).

References

Kolsaker, A. (2014). Relocating professionalism in an English university. Journal of Higher Education Policy & Management, 36(2), 129-142. doi:10.1080/1360080X.2013.861053

Lewis, K. (2014). Constructions of professional identity in a dynamic higher education sector. Perspectives: Policy and Practice in Higher Education, 18(2), 43-50. doi: 10.1080/13603108.2014.914107

C8
Translating strategy into results

Lisa Cornish[1,2,3,4], Therese Kosmer[1,2], James Cornish[1,3,4]

[1]University Of Melbourne [2]ATEM, [3]Chartered Institute of Public Finance and Accountancy, London, England, [4]Chartered Management Institute, London, England

Biography

Lisa Cornish has 17 years of experience across the public and private sectors, including within education. Lisa's career successes have been focused on finding innovative solutions and identifying strategic opportunities for improvement. She has extensive experience working on collaborative projects and managing international benchmarking. Lisa is extremely passionate about working in education and envisions a long career in the sector. Lisa was a recipient of the ATEM BASS, Shane Kendrick Memorial Grant in 2017.

Therese Kosmer is professionally qualified as a Benefit Management Practitioner and holds a degree in International Business. She has multi-sector, multi-discipline experience spanning the international aid sector, tertiary education, government, and private sector. Her expertise centres on investment logic / benefit realisation, high risk high value procurement, expense management, project management, and customer service design and management.

Abstract

As leaders and organisations, we may have a world of opportunity available to us but, do we truly capitalise on it? Strategies are often full of grand ambitions and challenging statements but what happens after the documents are written? How do we translate those strategies into actual results?

The tertiary education sector is a complex and diverse landscape. This complexity and diversity is reflected in the strategic agendas of many University strategies however, executing a strategy across such large and complex organisations can be challenging.

When asked to identify the single greatest challenge to executing their company's strategy, 40% cite failure to align and a further 30% cite failure to co-ordinate across units. Further complications arise when multiple strategic aims compete against each other for limited resources. Such misalignment and conflict can often lead to poor decision making and an inability to adapt swiftly when the need arises.

This failure to align and co-ordinate can arise because organisations only focus on certain components in isolation. The latest research suggests that if companies want to successfully execute their strategy, they need to consider a broader range of components and view them as an integrated system.

In this highly interactive session Lisa and Therese reveal those key components and how they can be integrated together, to turn the words of a strategy into action and ultimately impact. As they reveal each component, they will discuss the challenges currently faced by tertiary education institutions across the globe.

The session is informed by the latest research on adaptive leadership principles as well as, the outcomes of an international study of tertiary education institutions (led by a project team that Lisa and Therese are a part of).

Attendees will leave the session with a framework that will help turn strategic aims into reality. They will gain a clear understanding of the components that their own organisation needs to focus on and will be signposted to other TEMC sessions that will help them to address those gaps.

1. 'Why Strategy Execution Unravels – and What to Do About It', Sull et al, Harvard Business Review's 10 Must Reads, 2016.

ABSTRACTS

CONCURRENT SESSION D

16:10 – 17:00

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D1 👤

Adaptable educational space planning principles: A case study of refining space needs and (en)framing pedagogical requirements

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Ana Sala-Oviedo, Emma Marshall, New Learning Environments, Jennifer Smit, University of Tasmania

Biographies

Jen Smit works for the University of Tasmania where she is currently a Project Manager, bringing over 20 years of design and academic experience. She is also a founding partner of architectural practice, Mulloway Studio.

Ana Sala is an architect and Director of educational planning consultancy, New Learning Environments (NLE). She is currently undertaking a PhD as part of the ARC Linkage Project 'Evaluating 21st Century Learning Environments' at the University of Melbourne.

Emma Marshall, an Associate in Educational Space Planning with NLE, is a graduate in arts and education and a former senior secondary teacher of English.

Their combined experience in both architecture and educational theory has helped them act as the prime interface between designers, academics, students, community and other key stakeholders to both co-create learning environments for new and emerging teaching, learning and research paradigms, and to explore and apply the spatial implications of strategic directions.

Abstract

New Learning Environments (NLE) was engaged by the University of Tasmania (UTAS) to prepare a paper defining general educational space planning principles (the principles) for UTAS with the purpose of aligning upcoming projects involving the physical environment (buildings, landscaping, placemaking, etc) with the strategic direction of the University, and ensuring that all future projects of this kind respond to 'best practice' tertiary learning space design, embracing the specifics of the locale and community that makes the University and 'Island state' unique.

The principles were established using spatially relevant content extracted from strategic learning, teaching and research documents from UTAS, and were organised in overarching themes. The themes pulled together ideas related to context, innovation, diversity, inclusion, sustainability and technology among many other.

The document also provides spatial implications for each of the principles and short case studies as examples of how this principle was addressed effectively in UTAS or other learning institutions. The principles can be applied in a range of contexts, from informing consultant and stakeholder briefing, to use as an effective tool for reviewing design proposals.

UTAS, as part of its $300M federally and state funded Transformation Project, will radically alter its built presence in the city centres of its multiple campuses. The first of these building projects will take place in Burnie in the North of Tasmania, which served as an ideal testing ground for the use of the newly established principles

This case study of the (still in progress) sketch design in Burnie will be explored through the lens of principles development from the perspectives of both the University and Educational Space Planning Consultant (NLE), demonstrating how the principles were applied as a robust platform to review how the building will meet UTAS strategic objectives. The success of this exercise highlights the following issues:

- The principles should be adaptable in order to support:
  - different types of projects e.g. new buildings, refurbishments, campus planning, placemaking, landscaping etc.
  - a multi-campus university with the ability to draw out the unique identity of the community in which the project is located.
  - fluidity in strategic direction over time
  - 'on the fly' refining of EOIs and RFTs to ensure optimal alignment between university expectations and architectural capability.
- The essential nature of a common pedagogy/space guide for use by multiple stakeholders that is evidence based/ informed, strategically aligned and employs an accessible vocabulary.

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D1 👤

Blade Runner 2049: Disconnected connectivity, the student of the future and the importance of holistic design

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Maria Panettieri, Jacobs Group Pty Ltd, Dr Tim Schork, University of Technology Sydney

Biography

Maria Panettieri is Jacob's Global Interior Designer with extensive experience in corporate, retail and institutional areas of Interior Design. She is recognised in the industry for her awareness of the arts and creative input on architectural projects. She is interested in how technology is shaping the future of design.

ABSTRACTS

Tim is currently an Associate Professor in the School of Architecture at UTS where he leads the Bespoke Fabrication unit for Architectural Design, Industrial Construction Design. He was formerly at Monash University in Melbourne as Senior Lecturer in Architectural Design. Tim lectures globally on the impacts of technology and VR on the practice of architecture.

Abstract

Virtual Reality (VR) is beginning to revolutionize how we think about and plan for the future of higher education. In contrast to the colourful imagery and endless possibilities attributed to VR experiences themselves, representations of the physical spaces that host the technology often conjure up empty rooms and bleak surroundings. Referencing Blade Runner 2049, this HEd Talk will explore the relationship between the built environment of the future and the corresponding student experience. In doing so, it will challenge the audience to consider the true impact of virtual environments on the importance of our physical surroundings.

Blade Runner is set in an age of unbounded technology, so why do the characters still physically meet and why do these meetings often take place in architecturally beautiful buildings? Even for the hologram Joi, the lack of a truly physical presence drives her to blend herself with a human girl so that she can 'feel' something with K. These scenes shed light on the ongoing value that we ascribe to physical connectedness in spite of a world growing ever more reliant on non-physical communication.

The interplay between virtual and actual presence also reminds us that although digital communication technologies, such as Skype, have the ability to connect us in the virtual sense they can inadvertently create a feeling of physical isolation – an impact which occurs amongst students even now, despite the rarity of virtual learning.

How do these insights inform the future student experience? When virtual environments show such promise in connecting with peers and mentors across the globe, will physical classrooms be rendered obsolete? Positively, Jacobs have noted an increasing demand for both learning spaces that house virtual technologies and complementary physical spaces that create a sense of community. Maria will build on these observations to advocate that the built environment is more important than ever, and is vital in creating a sense of true connection in an increasingly disconnected world. Learning points will centre on encouraging attendees to think about improving the holistic learning experience of the student of the future and also how the built environment can be designed to enhance and complement our virtual world.

A collaborative space is recommended for this HEd talk.

D2
Embracing community led decisions

Lani Weston, Curtin University

Biography

As Communications & Community Engagement Manager within Properties, Facilities & Development at Curtin University, Lani manages ongoing stakeholder engagement in addition to project specific consultation and communication during both planning and delivery. With formal qualifications in Marketing & Public Relations and Graphic Design and a passion for brand management, Lani brings a dynamic and creative approach to strategic communications. Prior to joining Curtin University in 2013, Lani worked with global organisation, Faber-Castell and as a freelance brand strategist.

Abstract

Effective community consultation can offer immense intelligence to solve problems and make successful decisions. However, in an evolving discipline and increasingly transparent landscape, deciding when and how to engage isn't simple. Sharing ownership of decisions with a community requires courage from leaders and in order to ensure community engagement does more good than harm, we need to understand how to set boundaries, stay on track and create positive interactions.

This workshop will:

- Clearly define community engagement, utilising the Greater Curtin Community Visioning Project as a case study to explore the process and outcomes of a recently executed community engagement program.
- Address how community consultation programs can be designed to manage barriers, risks and challenges.
- Immerse participants in a range of dynamic community engagement methodologies that will give them an opportunity to participate in a fast-paced decision-making process.

Greater Curtin Community Visioning Project

In 2012, Curtin University published the Greater Curtin Master Plan – a vision to transform Curtin's Bentley campus into a vibrant innovation precinct. Five years on, at the precipice of designing Greater Curtin Stage One, 'checking in' with our community was critical to delivering something relevant, that people will love. By engaging our community, we sought to mitigate risk and identify opportunities, whilst allowing stakeholders to form a connection to the project.

The program resulted in 300 hours of face-to-face discussion with 200 people. In addition to generating a significant amount of data, the program demonstrated an appetite for involvement from our internal community, and immense potential for stronger relationships with our external community.

By exploring this project as a case study, participants will gain a practical understanding of:

- Key elements of the program including recruitment and methodology to ensure outcomes that are representative of a broad community and have depth and authenticity.
- Lessons learned – How we'd make the program more robust in reflection.
- Next steps – How we're actioning outcomes and embedding effective community engagement to help us problem solve and make decisions.

Method Test Drive

Participants will select the theme that drives the final 45 minutes of the session – a facilitated workshop utilising multiple methods that support collaborative decision-making.

The interactive workshop will encourage participants to consider creative approaches to community engagement and expose them to techniques that can be applied in a range of scenarios – because an online survey is not your only option.

D3
The virtual and literal cutting edge: Facilities for simulation-based learning at the University of Adelaide's AHMS Building.

Diana Jones, Lyons, Dr David Foley, University of Adelaide

Biography

Diana has a strong interest in how architecture frames people's experiences, particularly those of students, educators, facility managers and the public. A Senior Architect at Lyons, she has been involved in the briefing and delivery of facilities for Universities including Deakin, ANU, RMIT, LaTrobe, ACU and the University of Adelaide.

Abstract

This session will present a Case Study of the simulation-based learning facilities in the University of Adelaide's Adelaide Health and Medical Schools (AHMS) Building. These facilities, opened in 2017, designed for the University's Medical and Nursing Schools, have set a new standard in flexible simulation-based learning environments for healthcare education.

Simulation-based learning for health professions, like other high-risk professions, is emerging as a vital educational tool because of its benefits for public safety, in enhancing students' clinical competency, and providing inter-professional and reflective learning opportunities. This type of simulation is not delivered via a Virtual Reality headset or computer gaming experience.

The spaces and technologies required to enable this type of learning are highly specialised, needing considerable time and financial investment to establish, and needing ongoing personnel investment to operate successfully.

Through a briefing and design process that included tours of precedent facilities, close engagement with the stakeholders and building services engineers, and consultation with hospital and simulation equipment manufacturers and software providers, a set of exemplar facilities has been created. They include three different suites, that can each mimic a variety of healthcare settings, together with specialised activity spaces, logistical and staff support facilities, in a spacious and light filled environment. Embedded building services both facilitate and capture (through audio and video) the simulations, broadening the immersive sensory potential and providing data for review and feedback, a critical aspect of successful simulation-based learning.

The facilities are simultaneously highly specialised and flexible. They support a variety of timetabled modes, including coursework and assessments, and can facilitate a wide range of simulation scenarios with varying levels of participant immersion, as appropriate for student competencies varying from undergraduate to post-professional.

This Case Study will identify the attributes and benefits of simulation-based learning in health professions and identify the key features of these learning environments to support this pedagogy. It will be delivered as a lecture with image focussed presentation, incorporating diagrams and photographs of the facilities and key references, and time for question and answer discussion. This will be supported by a written paper.

This will be of interest to facility, space and project managers wanting to understand the purpose of simulation-based learning in health professions, and the facility and operational needs to support it. It will be of particular interest to conference attendees working in the health profession Faculties.

D4
How disruption can deliver engagement

Elizabeth Bishara, Joanna Scarbrough, Auckland University of Technology

Biography

Liz Bishara is Director Student Hub, Student Services and Administration at Auckland University of Technology. Liz contributes to a range of University initiatives and is currently Product Owner for Microsoft Dynamics 365. Liz is committed to harnessing staff capability and coupling that with technology to ensure staff are enabled and ready to meet opportunities that deliver a dynamic student experience. Liz is currently the AUT Institute Co-ordinator for ATEM.

Abstract

The Student Services and Administration Division within the Auckland University of Technology has transformed itself into an innovation incubator. Since 1 January 2016 the Division has produced a new organisational structure which brought together a wide range of support services into a cohesive Student Hub, activation of the admission process and delivery of applicant engagement activities to generate increased conversion performance alongside the strengthening and refreshing of transition events and distinguishing wellbeing services. This coupled with deploying proven and emerging technologies such as Dynamics CRM, service BOTs, digital workspaces and Apps that generate value and increase capacity.

To deliver change you need to become part of the change. In late 2015 the leadership team within Student Services and Administration led by the Group Director determined it was time to grasp the opportunities open to us. This wasn't about fixing something that was broken, rather about preparing for the student of today and tomorrow. It was time to acknowledge that the student of today acts like a customer when interacting with services outside the classroom environment. No longer do they want to be bounced around the University, completing administration that is overly bureaucratic or of no value. Our customer interactions are being benchmarked against the world's leading brands, Apple, Google and Amazon to name a few. Additionally, the issues students face are more complex than ever before. Life seems busier and there seems more to negotiate and navigate along the way. No longer does a one size fit all solution work. No longer can the higher education sector only look within to meet the needs of those it serves. It was time for disruption.

2016 saw the creation of a new team culture. It was time to bring down the silos, build collaboration and partnerships beyond the Division and to develop a shared purpose that transformed our way of working. Using proven methodologies such as LEAN, AGILE, continuous improvement, journey mapping and design thinking, it was time to develop and deliver designed experiences enabled by technology that were personalised to meet the expectations of today's student.

This presentation will share how staff can be moved from change fatigued and resistant to agile, responsive and pushing the boundaries of the status quo. Through the focus on staff and their capability and the creation of a service philosophy and team culture that underpins our contribution, we will share how we have become comfortable being uncomfortable.

D5 👤
Working with different generations: Maximising our collaboration

Dr Jane Pritchard, Curtin University

Biography

Dr Jane Pritchard is the Manager Library Operations at Curtin University Western Australia. Dr Pritchard has over 20 years of experience in senior leadership and middle management positions in the tertiary education sector, health industry, local government, energy industry as well as international experience. Dr Pritchard successfully graduated from Curtin University with a Doctor of Business Administration qualification in 2015.

Abstract

There is a continual focus on effective communication and collaboration in today's workplace. The prevalence of a generational cohort mix in our daily working lives adds further challenges to workplace diversity in relation to our knowledge of differences and flexibility in working together.

Dr Jane Pritchard, Manager Library Operations at Curtin University in Western Australia, initiated a qualitative study into inter-group communication in the workplace with a particular emphasis on leaders of the 'Baby Boomer' generation and followers of the 'Generation Y' generation. Data was sourced from 52 individual interviews across the two generational groups ('Baby Boomer' leaders and 'Generation Y' followers). Each individual interview encompassed three methods of collecting data. The first method investigated the way 'Baby Boomer' leaders and 'Generation Y' followers share their conceptions of social facts. The second method allowed 'Baby Boomer' leaders and 'Generation Y' followers to tell their story on what works well and barriers to effective communication. The third method of data collection explored expected and reported gaps (in the context of customer service) between the two groups.

The research deeply penetrated the social worlds of the two generational groups and identified that they 'live in different worlds' as they accord factuality differently and value knowledge differently which influences how they communicate and work together.

This study looked at why is it that those ostensibly sharing the same factual world appear not to understand one another and identified that the 'one size fits all' approach to communicating with different generations is ineffective. 'Baby Boomer' leaders and 'Generation Y' followers do not appear to share the same world with both generational groups possessing their own 'partial view of the world'. It appears this phenomenon is contributing to inefficiencies in communication and being able to work together.

This presentation will outline the findings of this piece of research and demonstrate practical steps that can be adopted by workplace leaders and implemented in the workplace. The practicalities of Dr Pritchard's presentation will emphasise the skills and knowledge required in order to pave the way for enabling big ideas from a mix of generational cohorts.

D5 👤
Multi-party innovation + learning quickly from failure

Samuel Field, Brooke Jacobson, Curtin University, David Stephens, Hitachi Vantara

Biography

Sam Field is the Director, IT Architecture & Innovation at Curtin University. He helps lead the university's innovation and digital transformation efforts and comes from a background in technology innovation leadership at large corporates and start-ups over the last 25 years.

Brooke Jacobson is responsible for Space Management in Curtin University's Campus Planning team. With a background in timetable scheduling she has a strong commitment to achieving and maintaining sustainable utilisation of learning space and delivering exceptional customer service. Brooke has recently completed a Graduate Certificate in Project Management.

David Stephens is the Digital Transformation Engagement Manager for Hitachi Vantara ANZ. David has spent over 30 years listening to what customers really need and constructing services to meet those requirements. David is at the forefront of incubating, developing and implementing practical IoT and big data solutions with customers in the Education and Utilities sectors.

Abstract

Doing any project at speed requires internal and external collaboration. To innovate across internal silos and with external organisations at speed requires a lot more. We went on that journey and came out the other side with success, unexpected opportunities to explore and the lessons we learned in the process.

Since early 2017 Curtin, in collaboration with Hitachi Vantara, have progressed on deploying innovative camera and analytics technology across campus to more accurately measure the use of physical resources, including teaching and learning spaces. This journey has involved a gamut of challenges for each party. Ranging from massive shifts in the technology landscape, misrepresentation in the media, physical challenges through to more traditional change management issues.

While the goals of the journey were about agility providing resilient and competitive services using our physical and technology assets in a responsible way, the journey itself was a story of collaboration. We have achieved much of the goals we sought and unexpected opportunities have been discovered and explored but it has not been due to the traditional multi-party with vendor contracting relationship. Much of the success has been due to the collaboration between the multiple parties with new styles of engagement and commitment. In the process strengthened relationships and a new understanding between organisational areas, a clearer focus on the shared interests and commitment beyond the contractual structures.

This paper will share parts of that journey from members of the collaboration and insights gained in what was new. The focus will be on what was new given to the collaboration by the parties to address the challenges that arose in the process of innovating outside of the traditional solutions. The paper explains how Curtin and Hitachi Vantara have achieved what became a shared interest outcome.

D6
Association of University Administrators Presentation Winner – Realising the potential of professional support staff within the Tertiary sector

Sophie Sowerby, FAUA, Durham University

Biography

Sophie has worked at Durham University since 2008 within the staff development team. Prior to that she worked as an HR/OD specialist within a variety of blue chip, private and public sector organisations within the UK, Australia and North America. Since joining the University she has developed;

- A portfolio of management and leadership development programmes for staff and students;

ABSTRACTS

- Various cross institution coaching and mentoring schemes for academic and professional support staff;
- The Realising Your Potential behavioural framework which gained the institution the AUA Mark of Excellence.
- The Job Families approach – identifying core skills, generic role profiles and titles for all 2300 professional support staff at Durham.

Sophie and her team are now establishing career development pathways to optimise the progression potential for PSS staff linked to the Job Families approach.

Abstract

An interactive session providing an opportunity to work with a version of the AUA CPD framework and take away practical tools and resources for further development in their home institutions.

Delegates will;

- Gain an understanding of the AUA CPD Framework tool as incorporated into the Realising Your Potential Approach developed at Durham University and see how this can be used within their institutions.
- Work with tools designed to embed the approach within recruitment, annual reviews and personal self-reflection and see how they enhance the professionalism, personal development, efficiency and effectiveness of professional support staff.
- Gain a view of how sector core values can be incorporated into individual development plans and lead to professional service career pathways.
- Consider job families, as developed at Durham University, and show how these will be used to create communities of practice, underpin talent management and form the basis of consistent personal development approaches for all professional support staff within the institution

D7
Mixed reality and Hololens – Inner space exploration

Alan Palmer, University of Canterbury

Biography

Alan Palmer is a Senior Project Manager with UC Capital Works. He also facilitates weekly culture change sessions with UC staff and is a culture change champion.

Abstract

Disruption and change are unavoidable. We live in a world of exponentially accelerating problems but also of exponentially developing solutions. UC are implementing a series of learning initiatives designed to influence organisational responsiveness in the face of this change. Our aim is to transform the way teams and individuals work together. This case study looks at the first of these learning initiatives using Hololens, a mixed reality headset computer. Hololens technology blurs the boundaries between technology and intelligence and threatens to make screens redundant.

Method: Expressions of interest were sought from UC staff to participate in the development of an App for a Hololens headset computer. The project was to be completed by a team of 12 volunteers with some assistance from a facilitator to guide the process.

After approaching 5 faculties within the University, an external client was selected for the project. Our client, the Christchurch Antarctic Centre, is a major education hub for tourists and school children, with existing relationships to the UC Antarctic Gateway Programme.

Results: The Antarctic Centre provided a space, a fitout budget and training resources to support the use of the Hololens headset in teaching environmental awareness to 10-12 year-old primary age school children.

Discussion: Team members employed discretionary effort and carried out research as they went through a careful process to evaluate the Hololens capability, understand their own skill sets and to find a client with a high value proposition.

The search for a client resulted in a high level of engagement and cooperation within the University and eventually led to an external partner with established links to the UC Antarctic Gateway Programme.

Conclusions: This initiative successfully crossed personal, professional, faculty and campus boundaries. It has enhanced relationships between stakeholders, supported empowerment of team members and ultimately will lead to increased organisational responsiveness to change.

Acknowledgements: The author would like to acknowledge support from:

Hanlon, A. Executive Director Learning Resources, University of Canterbury for information regarding Digital Disruption.

McCarthy, S. Chief Executive Officer, Human Synergistics International for information regarding 'An Initiative That Works'.

Key Words : Disruption, transformation, initiative, empowerment, solution

D8
Evolutions in governance practices and the power of effective reviews – Swinburne's transformative path to good governance

Karen Docking, Swinburne University of Technology

Biography

Karen Docking has worked in tertiary education for 16 years, with her many varying roles leading to her current work as Manager Governance Planning at Swinburne University of Technology. Her efforts now converge on projects that seek to improve institutional governance and integrity functions.

Abstract

Within the last decade, Swinburne has transformed its governance practices – both corporate and academic. The intention was to better facilitate effective decision making and strengthen integrity. This conference session explores the path that Swinburne took – from realising that change was needed in the governance space, to reviewing its deficiencies and implementing change. Having recently undertaken the second cycle of governance reviews, Swinburne now has an end-to-end view of the transformation it set out to achieve. These recent reviews have commended Swinburne's intentionally lean approach to governance, while also initiating opportunities for a second swell of enhancements.

Effective reviews are powerful tools. While having a review cycle is important, the manner in which a review is undertaken should be given great consideration. The ability of a review to return tangible outcomes lies in preparation, a clear goal, and tapping into expertise. Akin to this, there is a time and place for internal versus external review panels. This presentation will challenge the audience to consider what makes an effective review.

As institutions increasingly become complex organisations with expanding services and activities, a good governance framework must not only support these advancements but provide sound principle-based direction. Good governance maintains healthy decision making and retains integrity through times of institutional change. This presentation also serves as a quick refresher on institutional governance: attendees can utilise this session to strengthen their understanding of how and why decisions are made at institutions, and by whom. In the Higher Education sector there is a clear distinction between governance and management. The impact of good governance is far reaching – its effects are like invisible tendrils entwined through every aspect of student and corporate services. It influences us all at every level of an institution, without us necessarily knowing it.

ABSTRACTS

TUESDAY 11 SEPTEMBER 2018

CONCURRENT SESSION E

11:00 – 11:50

E1 👤
'Has your building got the technology edge of today!'

Daniel Ellis, Kayle Gelmi, Arup

Biography

Daniel Ellis is an ICT Consultant at Arup and project specialist for Arup ICT in the Australasia and New Zealand Region. Arup's ICT specialists team focuses on providing technology and integration consultancy services across multiple market sectors in particular the Government and higher education space.

Kayle Gelmi is an ICT engineer with experience implementing new technologies within the Tertiary Education sector. Kayle focus is on standards and best practice when it comes to bringing the built environment into the modern age.

Abstract

Rapid progress of technologies like automation and artificial intelligence and issues like climate change, limited resources and population growth lead to changes within the built environment. Key to addressing these changes is ensuring the existing and new built buildings have the technology edge and intelligence of today. A technology performance of a building is critical to the success of it.

It is pivotal for the Tertiary Education industry to understand the definition of 'intelligent buildings', evolution of 'intelligent buildings' and the major drivers of change. The influence of technology evolution on staff and students versus the influence of staff and students on the technology evolution. The benefits and challenges of this influence.

The following functions when incorporated using today's technology greatly increase a building's intelligence, performance, efficiency and Safety. The list is based on industry standards and experience that Arup has generated by providing services to the tertiary education industry globally.

Building Efficiency
- Space utilisation: occupation monitoring of meeting rooms and lecture theaters ect. Enabling the university management teams to confirm the percentage of space usage at any time and to manage space more efficiently.
- Energy utilisation. Monitoring building utility services like water, electricity. Real-time energy efficiency information leads to quantifying wasted energy, energy recycling, providing opportunity for synergy between services. Other benefits; reliability statistics and fault detection, early warning, early planning re: maintenance.

Building Performance
- Occupant satisfaction; Can the building meet the requirements of the staff and students? Occupant's interaction with the building. Can technology improve the building performance?
- Building monitoring. Building statistics and trends to determine optimal levels.
- Building Control: Building includes the functionality to tune your systems to meet occupant's requirements.

Building safety & security
- Access control & intruder detection. The safety and security of occupants is important, it provides reassurance and comfort to occupants. Leading edge technologies can improve security and safety.
- Building emergency response, life safety services,

Building Infrastructure
- Sufficient Network Infrastructure is critical to handle the increase and integration of new technologies and systems.
- The interoperability of new technologies. Communication between new technologies.

Staff and student's requirements change with new technological advancements. Intelligent buildings will stay relevant and successful throughout its lifecycle. Higher education industry is faced with pressure from "online education" and its imperative that the industry is attractive to its users and one method of staying ahead is ensuring that your building has the technology edge of today.

ABSTRACTS

E1 👤
Facilitating the built environment of the future

Rogier Roelvink, Turner & Townsend

Biography

Rogier has 17+ years international experience in Facilities Management. Rogier is passionate about the strategic application of FM. He has a wealth of experience in providing advice, conducting service reviews and authoring numerous service specifications. He also has experience of integration, audit, specification and procurement of facilities services.

Abstract

Disruptors are prevalent in today's society and business environments; organisations come and go overnight. Where does this technological development and advancement leave Facilities Management (FM) and what does this mean for facilitating the Built Environment of the Future?

Teaching and learning as well as the way we socialise, live, relax and work is likely to dramatically change in the future due to technological developments.

What this means for the shape and make-up of the higher education portfolio remains to be seen. How can Facility Teams plan and become future ready if we do not know what the future higher education-built environment is going to look like?

We will explore concepts that are potentially thought-provoking but also provide suggestions for consideration. Getting ready to facilitate the Built Environment of the Future is not going to be easy, but this conversation has the potential to shape the evolution of your facilities team to cope with the requirements of facilitating the future built environment.

We will explore concepts like:

Knowledge is power: It won't be long (if it hasn't already) before you need data and information to justify your actions. Organisations should operate efficiently and effectively, good and trustworthy facilities information will allow you to make informed decisions in support of your core business.

Knowledge from data and information allows you to justify your expenditure and continuously demonstrate your compliance. Continuing pressures on budgets, tightening legislation, more demanding clients and ever-changing technology put facilities management and its managers under ever increasing pressures.

Facilities information can be a powerful tool in managing your operations and it might be able to help you prepare for the future through predictive data and trend analysis.

FM3.0: FM3.0 is the next step change in FM practice. The evolution of technology and its influence on our daily lives means that FM cannot escape the digital explosion happing around us. You, your colleagues and facility users are all becoming progressively more tech-savvy. Technology has been creeping into FM and your facilities over the last decade or so and that is why, in FM, we will need to embrace technology and the access to data and information it provides. FM3.0 is the digital FM era, in which we will use technology to drive our actions in efficient and effective facilitation of the built environment now and in the future.

E2 WORKSHOP
Navigating the 8 common wastes in higher education

Dianne Van Eck, DVE Business Solutions

Biography

Dianne has worked in the Higher Education sector for 20 years. After 10 years at UniSA, working on a variety of University wide projects, as well as roles in Faculties and Central Units, Dianne and her daughter, Jo Schneider established DVE Business Solutions (DVE) in 2007. DVE aims to support process improvement, system implementation and project management solutions to bring about positive change across the sector.

DVE focuses their work on a framework of People, Process, Structure and Technology as change in one area always affects the other areas. The inclusion of extensive stakeholder collaboration in projects is essential to the successful completion of projects. Having worked across 20 Australian and New Zealand universities, as well as other Higher Education providers, Dianne has a wealth of experience and knowledge to share with TEMC attendees.

Abstract

With ongoing disruption to the Higher Education sector, there has never been a more crucial time to improve efficiency. But hidden in every institution are wastes that can silently sabotage your improvement efforts and impact productivity, quality, profit and growth.

This practical workshop will show you how the proven lean 8 wastes formula can be applied to the sector and be used to improve your efficiency, standards and reputation for providing quality service to students.

In this workshop you will learn:

- The 8 common wastes in Higher Education
- How to uncover and identify the wastes creating complex workarounds in your area
- Practical strategies to overcome these wastes to increase efficiency and quality of service

ABSTRACTS

E3
Student orientation: Flexible and dynamic approach to enhance the student experience in a multi-campus diverse institution

Abhishek Awasthi, Bendigo Tafe and Kangan Institute

Biography

Abhishek Awasthi GAICD is the Manager of Bendigo Kangan Institute, trading as Bendigo TAFE and Kangan Institute. Abhishek's experience extends to the manufacturing industry, scientific research, and leadership and management in the not-for-profit, education, international relations and the business sector. He has a Bachelor of Technology and Master of Science degree. He also has a Graduate Certificate in Higher Education Curriculum, Teaching and Learning.

Abstract

Student engagement and transition is critical in the first year and remains a key for predicting participation in education (Hillman, 2005). Hence, the student engagement, retention, success and experience is now a core focus of educational institutions, including Victorian TAFE's, experiencing numerous challenges and changes in the last decade (Goedegebuure & Schubert, 2017).

Bendigo Kangan Institute (BKI) trading as Bendigo TAFE and Kangan Institute was established in 2014 by the merger of two TAFE institutes with ten campuses across metropolitan Melbourne and regional Victoria. In 2017, for the first-time ever, BKI introduced an institution-wide comprehensive Student Orientation Program to support and facilitate student transition, interaction and integration.

To develop students' involvement and sense of belonging to the institution, specific needs for the equity groups were thoroughly considered and addressed. In 2018, a revamped program was delivered and observed an increase of more than 250% in attendance.

This paper will explore the development and implementation of the program, strategic collaborations and the impact created to empower, encourage and engage students as well as staff from a range of ages, locations, socioeconomic statuses, ethnicities, field of studies and life-experiences to come together, interact and learn beyond the boundaries of an institution.

References

Goedegebuure, L., & Schubert, R. (2017). Strengths and Benefits of the Victorian TAFE Model. Retrieved from http://www.vta.vic.edu.au/PRESENTATION_PDFS/Vic-TAFE-Strengths-Benefits-Rprt-web.pdf

Hillman, K. (2005). The first-year experience: The transition from secondary school to university and TAFE in Australia. LSAY Research Reports, 44.

E4
Centralising student communication for university and student benefit

Samantha Metzroth, University of Southern Queensland

Biography

With a passion for the written word, Samantha enjoys the challenges and creativity of Digital Communications, Public Relations and Marketing Automation. Leveraging emerging technologies, Samantha is transforming the way the University of Southern Queensland is engaging with its students, through collaborating with student support and experience teams to deliver an omnichannel digital communication experience in alignment with students needs throughout their learning journey.

Abstract

Working together to realise big ideas.

Student engagement and the student experience are critical in ensuring academic success in higher education and recent legislative drivers are adding pressure to the sector. The need for collaboration within university business units and faculties has never been greater, to increase engagement, enhance student retention and reduce student attrition.

Many institutions consider the concept of student communication as merely a means to an end to achieve their objectives to support students and their academic success, however the University of Southern Queensland has realised the value of student communication as more than a subset of student engagement initiatives and as being a critical component in enabling these initiatives.

A literature review has revealed a startling lack of investigation into student communication as an enabling factor and raised the following questions about student communication within the professional and managerial context:

- 'how does student engagement outside of the classroom occur?' and;
- 'how are messages transmitted to students outside of the pedagogical teacher-student relationship'?

The answer is 'Student Communication', irrespective of whether an institution aligns with the traditional mode of pedagogy or assumes a virtual classroom ideology.

Not clearly defined in the literature, this paper defines Student Communication in a non-pedagogical context and allows us to understand the relevance and role that Student Communication has in the student experience-engagement relationship, founded upon the adopted practices at the University of Southern Queensland, Australia (USQ).

E5
AUT Mana Hauora: A collaborative approach to sustainable solutions

Mary Henry, Jasmax, Warren Smith, AUT, Steve Roskruge, BECA

Biography

Warren Smith is the Associate Director of Building Services at AUT. He is a multi-discipline engineer who is recognised for his initiatives in energy and water conservation and a founding Strategic Advisor to JUCCCE. Warren is on the Board of FMANZ and is a Chartered Member of Engineering New Zealand.

Mary Henry is an Associate Principal at Jasmax and a Registered Architect. A specialist in tertiary education design, Mary has a strong track record in designing and delivering award-winning, student-centric learning spaces and living environments. She led the architectural design of the Mana Hauora building for AUT University.

Steve Roskruge is a Senior Associate at Beca and Manager of the Auckland Building Services team. Using experience gained in commissioning management, bringing buildings to life, Steve's approach to innovative design has a focus on real results. He led the engineering services for the Mana Hauora building for AUT University.

Abstract

With a reputation for providing exemplary teaching and learning spaces, Auckland University of Technology is acknowledged as the most energy efficient University in the New Zealand, a position it works hard to maintain. Opened in 2017, AUT's award winning Mana Hauora building (translated from Māori as 'the power of well-being') is a NZ$56 million teaching facility at the University's South Campus. The Mana Hauora building results from a holistic integrated and whole systems design approach that added significant value in operational energy savings and reduced environmental impacts. Additional post-occupancy building tuning has provided further means of testing performance and enabling continual improvements to be made over time.

Our case-study will illustrate how stakeholders and consultants collaborated to attain the 'big ideas' implicit in the building's naming and to meet the community building and well-being aspirations AUT set for the project. While sustainability, integrated design and whole systems design are not new concepts, this case study explores how these processes worked to deliver quantifiable environmental performance outcomes while meeting educational, social and economic objectives.

We will discuss how the building was delivered and is now operated, including specific means of meeting the energy efficiency and occupant comfort targets set for the project; the creation of a new 'campus heart' and identity; the flexibility and adaptability strategies adopted to facilitate future growth and to increase space utilisation rates; and effects of the fast-tracked project programme and budgetary constraints.

Design features that have contributed the most value – by achieving key University objectives while increasing energy savings – are those that were identified using whole systems thinking and implemented early in the design process, such as the high-performance building envelope, developed using computer simulation modelling that in turn enabled a low-energy displacement ventilation system to be used. Whole of life costing analysis identified this as the best HVAC solution, particularly when combined with raised access floors with adaptable air plenums that allow easy reconfiguration of floor plates. The façade includes an iconic north facing 'brise-soleil' that provides high solar protection while visually connecting the green campus quad with key social collaborative learning spaces.

And finally, without post-occupancy monitoring and building tuning combining Facilities Management and Building Science expertise, actual energy performance would have fallen short of its potential. The Whole Building EUI in December 2017 was 99kWh/m2.yr, reduced from 113kWh/m2.yr since June 2017 and is currently trending downwards towards the project target of 85kWh/m2.yr

E6
Thinking outside the square when analysing space counter data

Christina Peace, RMIT

Biography

Christina Peace, Senior Advisor, Space Optimisation has been with RMIT for more than four years. She has qualifications in law and human resources management. Her work history includes a mix of customer service, complaint handling and organisational development in the non for profit and tertiary education sectors.

Abstract

This presentation will discuss how analysis of data generated by space counters and linking this data to different data sets can assist the University in optimising usage and allocation of space; inform strategies to improve usage of space; and support the future growth of the University in learning, teaching and research.

In 2016 RMIT installed thermal space counter sensors in 210 learning and teaching spaces on all campuses. The sensor data is immediately integrated with timetable data producing real time web-based utilisation reports on a 24/7 basis. So what opportunities does the collection and analysis of ongoing occupancy data provide?

With space at a premium, we can now identify utilisation trends, per room, area or building and identify underutilised spaces; becoming .an effective measurement of space utilisation of the University's built environment.

Supporting Colleges and Schools, we are identifying and reporting on scheduled teaching events with no attendance, early finishes and classes that are over or under capacity. This allows for immediate adjustments to timetabling, resulting in space for other activities and allows Colleges and Schools to track student attendance.

Associating space counter data with other data sets such as outputs from the 40-year life cycle program provides insight into why certain spaces are preferred over others and allows for a deeper analysis of a possible correlation between attendance and quality of space. We can also identify underutilised spaces that can be earmarked for future re-purpose or refurbishment.

Matching the attendance data with student activity data from the online student learning management system supports Learning and Teaching decision making when assessing the level of association between class attendance and online activity patterns from course to course, and determining whether it is possible to identify courses where low attendance is correlated with high online activity. Such courses may be better suited to online teaching methods over face-to-face teaching, with the potential to free up physical space in the future.

ABSTRACTS

E7
"Vision without action is a daydream. Action with without vision is a nightmare." So in walks STRATEGY!

Susan Hudson, Western Sydney University

Biography

Susan has twenty-five years' experience in tertiary education management across 3 universities. She has occupied her current role as Executive Director, HR since November 2015. She has a strong belief in change management being integrated into everyday work practice rather than being a stand-alone, one off process. Her other major passion is ensuring staff are provided with solid career development opportunities.

Her current projects involve implementation of the University's new People Strategy, a major transformation project implementing a shared services environment across the University, and implementation of online casual employment administration.

Susan completed her Arts degree at Western Sydney and holds a Masters degree from Newcastle University, Grad Cert from University of Queensland and a Diploma from the Australian Institute of Company Directors. She is Chair of Western Sydney University's Early Learning Board and is currently Vice President (Strategy) of ATEM.

Abstract

"Vision without action is a daydream. Action with without vision is a nightmare." – Japanese proverb

So in walks STRATEGY!

This presentation is about the importance of having a People Strategy articulated and implemented in your working environment. Whether it is at the unit level or the organisational level, sound People Strategy is an integral part of overall organisational strategy if you are to realise your vision, meet your objectives and achieve your goals.

It is a time full of opportunity to be working in a university, as increasingly we are being called to engage in our work in different ways and to respond creatively to both external and internal challenges including attracting and retaining students, meeting student expectations, harnessing the power of technology and innovation, working effectively within our diverse workforce and competing globally to attract and retain talented people.

People Strategy therefore becomes as important to realising our vision as does the current Student-Centred approach to which most universities aspire. We need to be sure we have the right staff to create and deliver on the student-centred outcomes desired. We also need to ensure that we are treating our people well.

In this presentation, a current Executive Director of Human Resources will discuss the People Strategy recently developed for a large Australian University. The strategy is based on five essential pillars: Leadership Cultivation, Attraction and Retention of Quality Staff, Career Development, Reward and Recognition, and Organisational Culture and Performance.

There will be discussion on the action plan that was prepared for implementation of the People Strategy. Practical detail will be discussed on implementing action items to bring each of the five pillars to life. These action items can be replicated at all levels of the organisation, whether you are leading a large portfolio or a small team.

This presentation has something for supervisors and managers, at the business unit level or the portfolio level or the institutional level. Take home messages will be able to be implemented at all levels.

E8
Accommodating to accommodation. Business School and Estates and Facilities team collaborating to maximise the benefit from a brand-new facility

Matthew Hisbent, Oxford Brookes Business School

Biography

Matthew Hisbent is Head of Operations in Oxford Brookes Business School. I lead a team of six professional services managers in the areas of Facilities, Collaborative Provision (UK and International), Executive Office, Research, Placements/Employability and Academic Administration. I have experience gained in Higher Education in both Russell Group and Post-92 environments. I am a Trustee for the Charity of Thomas Dawson based in St Clements, Oxford, a mentor on the AUA Postgraduate Certificate in Higher Education Administration, Management and Leadership, a mentor on the Aurora programme within Oxford Brookes and a member of the CABS professional Managers Group. I hold an MA in Higher Education from the University of Nottingham and a BA from The Open University. I have previously been the President of a large Students association. For relaxation I write crime novels, cycle far and wide and visit Vinyl Record Fairs.

ABSTRACTS

Abstract

One year ago, I attended TEMC (Melbourne) to talk about our project to relocate Oxford Brookes Business school into central Oxford (UK). The approach was based on our paper on "Reciprocal loyalty" which has now reached publication. It was an amalgam of logistical issues and a survey of 'hearts and minds' attitudes to moving. One year on in September 2018 we are in a position to objectively evaluate not only the experience of moving between September and December 2017 but also our on-going negotiations and collaborations with our Estates and Facilities Directorate, other Faculties and other Central Directorates. The space looks fabulous, but what does it deliver in terms of an enhanced staff and student experience? The way in which the new space is being used by both students and staff from not just the Business School but across the University has been a fascinating insight into changing preferences on space and facilities within the space. How have external stakeholders responded to the space? What have been the challenges in I.T.? Staff reactions to open plan offices have in many cases surprised us. In December 2018 we plan to bring a major conference of Professional Managers in Business Schools to our space and that will test our ability to deliver a different kind of experience outside of core teaching and research. We have been invited by another UK Business School to collaborate with them as they develop their plan for a similar move project.

The final remaining question, as we enter our 2018 Strategic Planning round is, 'Will the new space deliver the environment in which we can make a step change to our success as a Business School operating on the global stage." I hope the discussion in this session will give me not only the chance to share our experiences with you but also to gather fresh insight from colleagues in TEMC as to how we could interact with our space in the future based on their experiences.

CONCURRENT SESSION F

11:55 – 12:45

F1
Pushing the boundaries to achieve carbon-neutral, healthy communities

Nick Bamford, AECOM, Ryan Spittel, Monash University

Biography

Nick is an Associate Director at AECOM with over 13 years' experience in building services design and project management. Nick has supported the design team in delivery of the Monash Peninsula Student Accommodation project including coordination of the developments Passive House requirements and CLT construction. Nick has brought his experience from a range of technically and architecturally challenging projects in the education sector.

Ryan's positive and proactive 'can do' attitude, combined with his Architectural and Project Management skillset, has enabled him to develop a strong capability to manage challenging projects as well as form cohesive relationships with Clients, Stakeholders, Consultants and Contractors.

Abstract

With an increasing emphasis on achieving vibrant and engaging space, organisations are becoming more ambitious when choosing how their assets are designed and built in order to enrich communities.

Monash University is embarking on what will be a landmark project in Australia, which will see the construction on a 6-storey, 150-key student accommodation building on its Mornington Peninsula Campus. The project is aiming to radically reduce embodied and operating carbon through combining a cross-laminated timber structural system with Passive House performance.

This presentation will highlight the tangible benefits of more sustainable methods of construction while striving to push the boundaries in realising a low carbon future.

With a focus on wellbeing and comfort for students, the project will showcase:

• A new standard of indoor environment quality and comfort for student accommodation in Australia

• Low embodied carbon construction

• Ultra-low operating carbon and costs through delivery of the

largest Passive House building in Australia

- All electric building services, ready for a 100% renewable powered future
- A high performing building envelope which celebrates elements such as heat recovery ventilation, thermally broken window frames and glazing
- Programme efficiencies which will accelerate the construction programme to facilitate achieving ambitious programme milestones
- Low impact on the community through safer methods of construction with minimal noise disturbance to the campus community

This project is the first stage of the 2016 campus masterplan, demonstrating the University's commitment to open up the life of the campus to the Peninsula community, and to realise its vision to become a vibrant, integrated research and education precinct.

F2 WORKSHOP CONTINUED
Navigating the 8 common wastes in higher education

Ms Dianne Van Eck, DVE Business Solutions, Adelaide, Australia

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Concurrent Session F is proudly sponsored by Capital Insight

ABSTRACTS

F3
Next stop Monash – improving public transport to the University

Paul Barton, Monash University

Biography

Paul Barton has had a number of leadership roles over 18 years at Monash University. Paul has led the Occupational Health and Safety unit of the University, established a new Environmental Sustainability team at Monash and led HR operations for the University for 6 years. Today, Paul is the Director of Business Support within the Buildings and Property Division of the University and is responsible for strategic planning, innovation, risk management, communications, OHS, sustainability and client relationship management. Paul is a graduate of Monash University holding a Bachelor of Science and has a Graduate Diploma in Occupational Hygiene.

Abstract

Monash University, like many organisations is heavily reliant on public transport to sustain its vibrant and ever-growing community. The Monash Clayton campus, situated in the south-eastern suburbs of Melbourne, is disconnected from Melbourne's Metro rail network and therefore depends on a bus network to provide access to the campus for thousands of students and staff on a daily basis.

Monash has long been a vocal advocate for improving public transport to not only service and support the University, but also the broader innovation precinct that is located around the campus. Monash has been on a journey, working with the State Government, planning departments and Public Transport Victoria, to improve the public transport services to the Clayton campus. There have been many ups and downs and twists and turns on this journey but along the way Monash has gained hugely valuable insights that have enabled us to successfully campaign for transport improvements within the context of the vagaries of politics.

This presentation will outline the Monash journey to date and the challenges and ultimate successes of our campaign for improved public transport. The presentation will highlight the complex nature of government engagement and the tactics needed to attain the Holy Grail – a "budget line item" in the State Government's budget papers.

A case study examining the upgrade to the Monash Clayton campus transport interchange and the Huntingdale Station bus interchange will be used to illustrate the strategies and advocacy campaigns that have resulted in a major upgrade to this important public transport corridor for one of Australia's leading Universities.

Next stop – rail to Monash!

F4
12 degrees in 12 months: The UniSA Online tale of collaborative project management

Clare Caruana, Kirsten James, University of South Australia

Biography

Clare Caruana is Manager: Academic Services, Division of Information Technology, Engineering and the Environment. In her role as Project Manager: Online Product Development, UniSA Online, she co-ordinated the development of the 12 new fully online programs and associated courses, including program approvals, curriculum design, and creation of learning materials.

Kirsten James is Project Manager: Product Development, UniSA Online. During the pre-launch phase of UniSA Online Kirsten was Project Manager: Corporate Services, responsible for the creation of the enquiries, admissions and student support service models, including the staffing structures, business processes, and system requirements.

Abstract

Having successfully pitched his bold vision for a new online education enterprise, to be called UniSA Online, our usually unshakeable Provost and Chief Academic Officer left the UniSA Council meeting trembling as he wondered to himself 'what have I signed us up for?' He assembled a crack team and set forth the challenge…

In 12 short months, UniSA was going to: create 12 new fully online bachelor degrees, developed across 12 schools by more than 200 academic staff; produce a new online orientation program; release an entirely refreshed learning management system; build and implement a new direct admissions and customer relationship management system; find and refurbish a new office space in which to establish a new unit of the university; recruit 100 new academic and professional staff to work days, evenings and weekends; expand student services to provide 24-hour support; and launch a national advertising campaign.

Championed by a passionate and determined leadership team, we set out to make higher education at UniSA more accessible than ever to those who could not get to campus or had not come through traditional education pathways.

To deliver on this promise we would embark on a huge feat of collaboration across the institution – involving work from the largest number of staff to ever contribute to a single project within the university. It became seven projects in one, led by seven hastily hand-picked project managers, some of whom had limited project management experience, but all had the relevant operational expertise to understand the requirements of their piece of the puzzle, its connectivity with the other

moving parts in the bigger project, and the adaptability to continually re-invent their roles as staff numbers grew exponentially.

In this presentation, two of those project managers will take you through the highs, lows and regularly shifting goalposts of the collaborative journey, from the humble beginnings writing a business case in a makeshift office above the student cafeteria, through to learning how to project manage on the fly, navigating changes to responsibilities as operational ongoing business teams took over from the project team, and all the while working in unison to eventually launch UniSA Online teaching in January 2018.

The project challenged professional expertise, depth, resources and organisational goodwill across the university, with many lessons learnt along the way. We would like anybody who comes along to this session to benefit from the successes, the failures and the lessons learned on our collaboration journey.

F5 👤
Private Sector partnering to deliver both facilities and education and research opportunities

Stuart Muirhead, Capital Insight, Chuck Stone, University of Wollongong

Biography

Stuart Muirhead is the Director of Advisory Services at Capital Insight, where he leads a diverse team of professionals who advise on strategic planning, project planning and feasibility, business cases, transactions, and commissioning. Stuart specialises in advising tertiary education, government, health and NFP organisations on the planning and implementation of changes in their services and assets. He has previously presented at TEFMA conferences and seminars.

Chuck Stone is the Director of the Commercial Unit at the University of Wollongong. Chuck is responsible for the commercial activities and developments for the university, including commercial partnerships. He directed the project and was responsible for liaising with the University and government stakeholders.

Abstract

Many private sector partnership projects in the tertiary education sector have involved ancillary facilities and services, such as student accommodation. This project involves a more extensive long-term partnership with the private sector to include:

• development of facilities for the provision of health services to consumers incorporating student placements

• development of integrated education and research facilities

• collocation of retirement living, aged care and child care within a university student environment.

The project embraces the theme of Working Together to Realise Big Ideas: Collaborate! The areas of collaboration with the private sector are in facility development, research into new service models across three life stages, and training opportunities for students at the university in the delivery of health and care services.

The project is a current initiative of the University of Wollongong and, at the time of the conference, the contract would have been executed. This allows the presentation to cover the development of the precinct masterplan, scoping the opportunity for the private sector partner, documenting the areas for collaboration, managing the engagement with the private sector, and negotiating the agreement. The session with explore the project strategy, processes adopted, key issues that emerged, and the profile of the final arrangement between the parties. This will be informative to tertiary institution senior executives, faculty and facilities personnel who may be contemplating similar, expanded roles of private sector partners in the future.

F5 👤
Public Private Partnership (PPP) – Queensland TAFE (Southbank Campus) and Spotless

Paul Moir, Spotless

Biography

Paul Moir is the General Manager of Education at Spotless, and is passionate about improving educational communities, by working with leaders and employees to help them deliver business value through innovative solutions. With an engineering background, and direct educational Public Private Partnership management experience, Paul bridges the gap between practice and theory.

Abstract

In the past decade there has been significant evolution of the Higher Education landscape in Australia, with most Institutions recognising and responding to the need for further collaboration outside of its normal networks. This trend towards greater collaboration has extended to how outsourced services are procured and delivered in Universities and TAFE's. Driven by an international education boom, our institutions are facing the complex dichotomy of trying to create a sticky campus environment through transforming traditional teaching and learning spaces with 'unfit' and ageing infrastructure whilst absorbing federal funding cuts.

ABSTRACTS

In stepping up to the challenges of meeting these objectives, both Institutions and their outsourced service providers are reaching a new plane of strategic supply chain partnership.

Where this partnership approach has been embraced most successfully, both parties have reaped the benefits that range widely from suppliers investing profits and contract gains back into programs that support the institution's research initiatives, student work readiness, technologies, and innovation – to institutions rewarding supply partners through longer tenure and performance-based contracts.

For Spotless, its relationship as the facility services provider in the Public Private Partnership (PPP) with Southbank TAFE exemplifies this 'true partnership' between services provider and Tertiary Education Institution.

History

The Southbank Education & Training Precinct (SETP) is a PPP between the Queensland Government and Axiom Education Qld. SETP is the premier vocational training institute in Queensland with approximately 34,000 student enrolments per annum.

Situated on two Brisbane inner city blocks, the site consists of 11 buildings with a total footprint of 53,000m^2.

Spotless has held the contract since 2005, with a period of 34 years, ending 2039.

Spotless has 78 employees based at the site performing all the non-educational support services, including facilities and infrastructure maintenance services.

Spotless has built a great relationship with all the project partners, experiencing a very low rate of abatements over the last 13 years.

One Partnership – the Project Charter

Over the last 4 years the SETP has matured as a contract, from what was essentially a post construction master/slave arrangement into a true and dynamic partnership.

At Southbank we constantly review the way we do business. Every year we introduce new technology to improve our outcomes – be that financially or in terms of the experience of our client and student body, including:

- Automation of auditorium seating
- Centralisation of Control Room CCTV and alarm monitoring for other Educational PPP's
- Site solar energy
- Introduction of face recognition

F6 👤
The business model of higher education – on life support?

Damian Barry, The University of Melbourne

Biography

Damian Barry is an experienced higher education manager and consultant and company director and has worked in management roles in higher education for over 20 years at RMIT, Monash and University of Melbourne. Damian is on the BASS regional committee for ATEM. Damian is in him final year of a PhD candidature researching governance in higher education in Australia.

Abstract

The current business model for universities has been in place for decades. It is underpinned by the concept and structure of Bachelor degree which drives the model of teaching, funding, asset allocation and operations. It is a model which is based on a one size fits all approach by institutions and policy makers. It is entrenched in the regulatory framework. To be a university in Australia you must undertake teaching and research. The regulatory requirements drives all universities to basically look the same and do the same thing. Universities compete against each other for academic staff, students, research funds and prestige.

The government funding model re-enforces the existing business model. It is a unique model and it is no longer fit for purpose. The model is fine as long as the underlying environment does not change. But the environment has and continues to change. Technology, student demographics and industry are questioning the approach to and purpose of higher education. The undergraduate degree, as the basis of the university, is under pressure and competition from a range of education initiatives, concepts and demands such as lifelong learning, credentialism, MOOCs, on line universities. Different teaching styles and the demand for innovation in the teaching and learning space from a new student demographic are being stifled by a regulatory straight jacket and the defensive adherence of universities to the current model. Student engagement (i.e attendance) is a philosophy that also underpins the business model and drives investment in infrastructure, but the research is showing that Australian undergraduate students are not engaging physically with the campus and thus the investment is not delivering. This is not just an Australian issue. Recently, a report on the Canadian system identified similar concerns. The Ernst and Young report (2012) also questioned the sustainability of the current model. The issue raises questions as to governance at both the system and institutional level, the approach and incentives to workforce as well as the structure of the curriculum. There is a heartbeat but is a transplant needed?

ABSTRACTS

F6 👤
I'm outta here (or not). Student self-management and retention strategies at Western Sydney

Leslie Cowles, Western Sydney University, Association for Tertiary Education Management, National Tertiary Education Union, Linda Wilkes, Western Sydney University

Biography

Leslie Cowles and Linda Wilkes are from the Student Experience Office at Western Sydney University. Linda manages Transition Success, who contact the students who ask to discontinue their studies. Leslie works across the teams that manage student records from Admission to Graduation and is a long-term ATEM member. Credit for getting the systems described up and running rests with Aizza Biason, Kevin Huynh, Laura Turton, Eve Langham and Jordan McPherson as well as your ever-humble presenters.

Abstract

Retention, retention, retention. That's three of my 400 maximum abstract words right there, but way more than 0.75% of every university's time is devoted to the concept. In our own minds we are transformative institutions, but what happens when someone decides they no longer want to be part of that transformation?

Western Sydney University recognised that many students were submitting (paper) applications to discontinue their studies, but we hardly took a second look at the reasons the students provided. And for that matter, the reasons we offered as choices were very limited. "Other" does not tell an interested university leader where their strategy needs to be.

Enter Transition Success and My Student Records (Callista Student Connect). We had the technology and we had the experienced out-bound call staff to vastly expand our reach into the minds of those who expressed a desire to leave. We decided that finding the one who said, "Yes, I will stay", was worth the time and effort to open up a space between the request to go and actually ending a student's enrolment.

It seems a simple enough service to provide. To know our students well enough to ask them for more detail about why they want to discontinue is not intrusive. It's simply the level of service that can reasonably be expected today, when even the most banal phone call gets a follow up survey. They're paying to be here and we're getting those dollars and usually more besides. Taking the time is the least we can do. Yes, a student retained has a tangible value. That's part of the rationale, but not the main focus here.

This presentation is about the systems, the service and the students whose voice and choice is being heard in new ways. It's about finding better ways to do old things (students will always choose to end their studies) and new ways to organise people around a strategic purpose (realising our service mission). It's for anyone who has ever had to manage change and explain why and how changes get made. Really, it's for anyone who's at TEMC and works in a university. Come along and talk retention, retention and what we do to achieve it at Western.

F7
A world perspective on facilities: The view from three continents

APPA Representative:
Ruthann Manlet, University of Minnesota,

HEFMA Representative:
Peter Peters, Nelson Mandela University

AUDE Representative:
Keith Lilley, University of Sheffield

F8 👤
Maintenance contracts for 21st century buildings

Vince Simpson, IBMS Pty Ltd and Richard Brennand, University of Western Australia

Biography

Vince Simpson has been involved in the design, construction, service and sales of technology and controls to the building and construction industry since 1986. This included time spent at senior management levels with major BMS contractors and 15 years as one of the founding directors of IBMS – a specialist group applying technology in the built environment to improve efficiency and usability to deliver innovative high value solutions. In his career, he has been actively involved in the successful deployment of technology solutions in a number of university campuses across Australia.

Abstract

Buildings and spaces on campuses are now highly dependent on advanced technology to monitor and control their environment. Lighting, air-conditioning, security, lifts and utility meters are just some of the systems that rely on sophisticated computerised control for their regular operation.

Campus buildings under construction today will typically include between 15-20 different control systems to operate. Facility management teams are now confronted with additional challenges in maintaining these controls systems to achieve the following aims:

- Ensure the essential level of operation is maintained and that the intended design conditions are met.
- Maximise the comfort and utility of the space for the occupants
- Reduce risk.
- Improve plant efficiency and maximise its "useful life"

Modern hardware and software have delivered extensive improvements in cost reductions, increased capability and improved reliability for these building control systems. However, the maintenance contracts for these systems have not evolved to keep pace with the changes in the technology.

Service offerings appear to be stuck in a time warp where tasks carried out are more appropriate to control systems based on the technology from thirty years ago when pneumatics and simple electric time clocks dominated in buildings. Service activities are primarily focused on labour intensive tasks associated with checking and calibrating field equipment. Correspondingly, little attention is given to the operational performance of the overall system.

With the advent of modern control systems and cloud-based analytics and with machine learning systems just around the corner; we now have the capability to use extensive data logging and include sophisticated self-diagnostics and fault analysis along with capability. So why isn't this capability used to achieve the desired aims?

With considered thought and a good understanding of the components that are used in the building, maintenance contracts can be restructured. The focus can then be shifted away from ineffective labour-intensive tasks to analysing key elements of the building operation. The overall goal – to reduce costs, optimise efficiency and improve outcomes.

F8 👤
Pimp your Building Management System and reap the rewards

Mr Glenn Mowbray, University of Canberra

Biography

Glenn is the Operations & Maintenance Manager at the University of Canberra, and the current Treasurer and Secretary of TEFMA. Glenn's experience is diverse: across commercial, retail, developments and Higher education; which has allowed unique access to clever and innovative solutions driving change in operations at the University. An interest in using data to drive continual improvement, and in broad networking for shared learning drives his success.

Abstract

Traditional building management systems provide a basic level of control and automation, primarily to assist contractors with operating plant to provide condition and comfort within spaces. Fiscal pressures heightened corporate & social responsibilities and improved data capture technologies are driving innovation in building management. These opportunities when aligned enhance agility, improve efficiency and can provide institutions tangible returns and outputs.

The workshop will share the 5-year journey undertaken at the University of Canberra to replace outdated controls and thinking with progressive and uniform management strategies. Learnings on systems integration with disparate data sources will be shared, including integrations with timetabling software, parking data, occupancy counters, security systems, energy management systems and computerized maintenance management systems. Benefits realized and new opportunities developed in conjunction with our vendor will highlight shared learnings for other Institutions to consider and implement.

By the end of the session, you will all want to pimp your BMS' to achieve greatness!

ABSTRACTS

CONCURRENT SESSION G

15:25 – 16:15

G1
Quantum control laboratories – Designing environments to create the computers of the future

Robert Ousey, Dr Michael Biercuk, University of Sydney

Biography

Robert is a registered Australian and British Architect with over 20 years' experience in the design and documentation of a broad range of projects throughout Europe and Australia. As a Principal at Architectus' Sydney studio, he has applied diverse experience across a number of large-scale projects in the aviation, commercial, public and specialist scientific sectors, combining his knowledge of manufacturing processes with his passion for delivering exceptional designs to create smart and sustainably designed buildings.

Recent work includes designing the innovative double skin façade to the Queen Elizabeth II Courts of Law in Brisbane and leading the Qantas Headquarters redevelopment and Sydney University Nanoscience Hub projects. Currently overseeing Wynyard Place, 100 Mount Street and a range of aviation projects on the eastern seaboard of Australia.

Abstract

This paper will critically analyse the development of a high-performance Quantum Control research laboratory at the Sydney Nanoscience Hub, University of Sydney, from inception through briefing, design, construction to operation. It will provide a case study identifying successful project features and those that could be improved, to inform the development of similar laboratories to research and facilitate the next generation of computing technology – quantum computing. This technology has the potential to completely transform our existence and its development requires spaces with stringent environmental controls and technical performance.

Completed in 2015 the 11,000 m2 Sydney Nanoscience Hub (SNH) provides world class research facilities to meet the demanding requirements of nanoscience research, the only building in Australia to house such advanced research capability alongside comprehensive undergraduate and postgraduate teaching facilities. The building houses high performance laboratories including a space designed specifically for Dr. Michael J. Biercuk, an experimental physicist and the primary investigator in the Quantum Control Laboratory at the SNH. Dr Biercuk leads a pioneering research team investigating quantum behaviour at an atomic scale.

Such research requires an environment with strict temperature stability, vibration control, electromagnetic stability and acoustic isolation. The solution comprises a box-within-a-box, wrapped in aluminium shielding and surrounded by a return air plenum to control air-flow, located on an isolated concrete slab direct onto rock,

designed, as all labs were around a central 'grey space' service spine to provide flexibility and optimize service runs, allowing for expansion and contraction of laboratory size and numbers to suit a range of possible research requirements and configurations.

The paper will present the views from the designer and user of the laboratory focusing on key learnings throughout the process. It will assess the briefing & user engagement process, design, construction, occupation and use of the laboratory.

It will assess how and why the stringent performance criteria were determined, review the key technical design features to achieve these criteria and what these meant in terms of the location, construction and architecture of the space.

It will specifically assess the architectural challenges of such spaces – high performance quantum laboratories present challenges for the users, who conduct their research in an acoustically and visually isolated space without mobile phone reception but need to maintain connectivity with the wider building community. It will provide a frank analysis and assessment of what worked well and what could be improved when designing and delivering technically demanding facilities for world class facilities, with leading edge advanced technologies.

G2 WORKSHOP
The UWA transformation: Implementing a new professional services model

Jacqueline Flowers, Paula Langley, Sean Ashton, University of Western Australia

Biography

Paula Langley is the Director, Service Delivery at the University of Western Australia and has been in the Higher Education sector in Australia for nearly 20 years. Paula's experience is transformational organisational change, operating model design, business improvement and creation of high performance teams. She is committed to developing better ways of working that are accountable, efficient and sustainable.

Jacqueline Flowers has worked in the University sector for over 14 years, in a wide variety of professional administrative and management roles. Jacqueline is Senior Manager, Service Improvement at UWA where her role is focused on the implementation of University-wide change, embedding a service delivery model, and process improvement.

ABSTRACTS

Sean Ashton is the Associate Director for Business Performance and his experience in the University sector is focused on establishing frameworks for the provision of support processes, techniques, tools and methods to deliver exceptional client services and drive continuous improvement.

Abstract

In 2016 UWA embarked on the Renewal Project, a University-wide transformation which resulted in a restructure of the academic faculties and the implementation of a new services model across the University.

Restructuring a whole University in less than a year created a number of challenges, not least because of the change itself and the speed in which it was done, and also because the new structure requires leaders and managers to think and work in a different way.

Since the beginning of 2017 the Office of Service Delivery has been charged with managing the change to the new professional services model and has approached this in a number of different ways – issue tracking & resolution; regular formal review; change management and capability/capacity building. The program of work is ambitious, and the timelines challenging – this workshop will take you through our approach to implementing a new professional services model and things we've learnt along the way

Attendees will learn about the 'One University' functionally aligned service model which UWA has implemented, the challenges of embarking on university-wide transformational change, and one particular approach to implementing change.

G3 👤
Designing courses for the future: Using artificial intelligence to make students more effective learners

Dr Karen Lowry, SAE Institute, Dr Elham Golpushnezhad, SAE Institute

Biography

Dr Karen Lowry is a lecturer in motion graphics and web design at SAE Institute in Perth. She has a PhD in electronic literature from Curtin University and was the recipient of the Australian Postgraduate Award and Curtin research scholarship. In 2017 she collaborated with author David Wright, to create a digital interface for his novella Paige & Powe, which was shortlisted for the 2017 Queensland Literary Awards.

Dr Elham Goldpushnezhad is a lecturer in Media and Cultural Studies at SAE Institute in Brisbane. She has ten years' experience in teaching and developing interactive activities for a diverse demographic of students. Elhi was awarded a PhD in Cultural Studies and Sociology from Griffith University. Her academic research was conducted on hip hop culture and music among Muslim youth.

Elhi and Karen have been working together to develop a unit that addresses how artificial intelligence can make students more effective learners.

Abstract

When it comes to designing courses for the future, Veronese says it best when he explains that, "there is an important distinction between the digitization of traditional learning models and their actual transformation using digital technologies" (2017). In saying this, we don't mean for there to be a greater shift towards the teaching of artificial intelligence [Ai] using programming skills, but in using artificial intelligence to facilitate student learning in a project-based model. If we think of cognitive function and knowledge using Blooms's and Krathwohl's hierarchy as an analogy, one can see that Ai is already being used in academic scholarship and industry practice to outsource low-order cognitive functions so that workers are freed up to focus on high-order functions. As educational institutions, it is imperative that we teach this as part of core curriculum so that students have the skills necessary to outsource tasks and augment learning with Ai, a process referred to as 'cognitive outsourcing' (Carter & Nielsen, 2017). These skills are necessary, not just for project-based learning where student investigative work is centralised, but also to prepare students for an increasingly digitalised workforce. With automation an increasing concern in the workplace, Ai can be used to free up people to focus on more human jobs, a concept referred to by Luckin et al when he explains that Ai will not replace teachers:

"What we do see is a future in which the role of the teacher continues to evolve and is eventually transformed; one where their time is used more effectively and efficiently, and where their expertise is better deployed, leveraged, and augmented." (Luckin et al, 2016, p. 11)

Ai can be used in the classroom, not just to transform existing educational models, but to "to promote the development of adaptive learning environments" (Luckin et al, 2016, p. 18) and to scaffold student learning by outsourcing low-order tasks, freeing students up to focus on more complex tasks. When applying this to a project-based model, Ai allows educators to build adaptable, authentic learning environments which can facilitate real world projects.

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G3 👤
Do higher education institutions need a Digital Passport?

Dr David Parsons, The Mind Lab by Unitec, Auckland

Biography

Dr David Parsons is currently National Postgraduate Director for The Mind lab by Unitec, running a large-scale postgraduate programme for in-service teachers across New Zealand. He has 30 years of experience as a teacher, academic, practitioner and researcher in ICT, with a particular emphasis on ICT in education. He holds a Masters degree in Electronics and Computer Science and a PhD in Information Technology, and has worked internationally as an ICT consultant and trainer for many technology organisations including IBM and Oracle. Prior to joining The Mind Lab by Unitec, he was Associate Professor of Information Technology at Massey University. He is the founding Editor-in-Chief of the International Journal of Mobile and Blended Learning and author and editor of a number of books on computer programming, web application development and technology enhanced learning. He is a Certified Member of the Association for Learning Technologies.

Abstract

Governments across the developed world are grappling with the issue of how digital skills fit into their national curricula. While computing specialisations in higher education have had subject-specific curricula for decades, the increasing proliferation of digital tools into wider society raises serious questions for how higher education institutions will teach future cohorts of students. Internationally, school curricula have been evolving to integrate digital skills in two somewhat different ways. On the one hand, there is the traditional specialisation curriculum where a minority of students specialise in high level learning about ICT and specific skills such as coding.

On the other hand, and increasingly debated, is the concept of the entitlement curriculum, whereby all students are provided with learning experiences that involve the integration of digital technologies across the broader curriculum, reflecting the way that these technologies are used across wider society, beyond the walls of the classroom. So far, higher education has largely been able to ignore these fundamental social changes by integrating Wi-Fi networks and student-owned devices into the old models of teaching and learning. However, the changes taking place in the schools that feed students into higher education cannot be ignored forever. In this presentation we will take a look at the recently introduced New Zealand digital curriculum, what this means for New Zealand school students over the next three years, and what it might mean for higher education a few years later. The Mind Lab by Unitec has addressed the implications of this new curriculum by creating its Digital Passport programme, made freely available to teachers through a charitable trust.

It is intended to enable all teachers in New Zealand to be prepared to teach the new digital curriculum. This Digital Passport captures the essence of the entitlement curriculum in a set of online resources. It also, therefore, provides a road map to the skills and capabilities that future students entering higher education in New Zealand will have. The question we raise in this session is; if teaching staff in higher education need to upskill in the pedagogical use of digital technologies to better serve their future students, what entitlement curriculum would a higher education digital passport need to address? We will provide some ideas from our experience of creating the Digital Passport for schools to suggest what a higher education Digital Passport might look like, and what value it could provide to teachers and learners.

G4
Only TOGETHER can we achieve successful complex facilities!

Christina Coleiro, University of South Australia, Warwick Stannus, AG Coombs Advisory, David Tiller, Hansen Yuncken, Peter Vickery, O'Connor Services, Julien Pachot, KBR

Biography

Christina Coleiro, a Senior Project Manager at UniSA, is committed to collaborative project delivery. She is a strong advocate for well commissioned buildings and in providing appropriate support during the occupation phase.

Warwick Stannus is Group Engineering Manager, responsible for Engineering and Technical Development across the A.G. Coombs Group of Companies. Warwick provides Design Management, Independent Commissioning Agent (ICA) and Building Information modelling (BIM) advisory project services.

ABSTRACTS

David Tiller was Building Services Manager for Hansen Yuncken who led building services in design, contractor award, construction and project delivery. His strong focus on the client's handover deliverables for witnessing, user group interfaces, validation documentation and completion sequence was instrumental in achieving a successful and complex facility.

Peter Vickery is the Construction Manager at O'Connors, with fifteen years' experience in the design and construction of complex mechanical services systems in Australia and the UK.

Julien Pachot is Senior Mechanical Engineer with KBR.

Abstract

This paper will explore the challenges facing the University of South Australia and its Project Team in the planning and delivery of the Health Innovation Building (HIB) Project. The HIB Project is the largest and the most technically complex major capital project undertaken by UniSA to date.

The complexity is staggering... driven by site, technical building services requirements, scale, and diverse functionality. Only through identifying the challenges, risks and opportunities was a pathway paved which assembled a strong collaborative team working together to successfully deliver one of Adelaide's most complex university projects.

Senior Project Manager Christina Coleiro, from UniSA will outline the key project challenges, factors and leadership decisions that enabled the establishment of a framework for project success.

Members of the Consultant and Construction Team, David Tiller, Peter Vickery and Julien Pachot, will explore the planning and collaboration opportunities that enabled a commitment to successfully achieving complex outcomes.

The Independent Commissioning Agent (ICA) Warwick Stannus from A.G. Coombs Advisory Pty Ltd will explore the importance of integrated commissioning, witnessing and training to a project process. He will highlight the opportunities they open and the empowered outcomes that can be achieved. He will share the ICA's observations of the unique ingredients in the HIB Project that have led to the delivery of a successful complex facility for UniSA and the future building occupants.

The Project Challenges...Working Together...The Opportunities... Working Together...Project Delivery... Working Together... Occupation Support...Working Together

ABSTRACTS

G5
The little engine that could: How a micro-campus is providing opportunities to test ideas for the next generation of projects

Sue McDonald, Curtin University, James Wilson, Lyons

Biography

Sue McDonald is a Portfolio Manager, Capital Projects Planning, at Curtin University, and has project/program experience across a wide range of project types and sizes. While enjoying the whole project process, Sue has a particular interest in the front end; ensuring project objectives and design are developed to support the University's needs and opportunities.

James Wilson is a Director of Australian architectural design practice Lyons and he is a national leader in the design of 'vertical campuses'. His expertise includes the development of innovative learning environments which create new ways for delivering lectures, discursive thinking, project-based learning, informal 'self-organised' student spaces, simulation environments and places for interactive learning.

Abstract

Many new ideas – often innovative and transformational ideas – arise, but then fade away; they have not been able to create enough traction, to find a place to realise themselves in some form. Consequently, the opportunity to develop these ideas, and assess their viability and value, can be lost.

As part of Curtin University's commitment to improve tertiary opportunities in WA, and enabled by Government funding, a strategic decision was made to build a small, multi-use learning & teaching building, the Curtin University Midland Campus, as part of the Metropolitan Redevelopment Authority's Midland Railways Redevelopment Area in the eastern suburbs of Perth.

This 'micro-campus' is on a small site of 5,300m2, located adjacent to the St John of God Hospital. The first stage building is 3 stories and just on 3,000m2 – however, its small size belies its value as a test bed for a range of transformative initiatives for the University's Health Sciences Faculty, Learning and Teaching programs, community engagement and Properties' transformative agendas.

Using this micro-campus as a case study, we will chart the emergence of this project as a vehicle for realising a range of initiatives that have challenged our previous paradigms on how such a facility is designed, managed and operated.

The project management and design process was used as a catalyst to explore and develop new ways of working, including:

- Re-imagining the design consultant selection process and design 'competition'
- Using our first BIM project to kick-start other initiatives
- 'Distinctly Curtin' – making this micro-campus a microcosm of Curtin culture and built form
- Developing design strategies to enable learning in multiple, undefined future modalities
- Allowing for truly integrated public artworks
- Developing meaningful ways of including aboriginal culture in the design and expression of the built form, landscape and public art.
- Putting it all together – the importance of joining the dots

So, in reality, this project enabled the development of many small ideas, to manifest the big idea – taking the great opportunity to trial new ways of working and designing.

G6
Leading change from the bottom up

Madelaine Sandall, Joanne Austin, RMIT University

Biography

Madelaine Sandall, Senior Manager Academic Services, RMIT University: Madelaine is an experienced manager and leader who has worked within academic services for 17 years across institutions within the UK and Australia. Experience expands across all cohorts from vocational to postgraduate, both locally and on a global scale.

Joanne Austin, Director, Planning and Resources, RMIT University has worked in the university sector for almost 30 years and is a Senior executive with extensive experience in tertiary education leadership and general management across a wide variety of functions. She works strategically with senior stakeholders across the college, university and global partners to ensure all parties work collaboratively to achieve successful outcomes.

Abstract

The aim of this session is to present the leadership of a structural and cultural change, the process taken and will demonstrate the importance of how involving staff from across the College is crucial to inspiring and motivating teams to embrace change and ensure success. We will discuss how we engaged the staff and stakeholders to co-design a progressive team where a 'Customer Care Culture' is at its core.

ABSTRACTS

Summary

University administration teams are continually adapting to change as a result of digital disruption, policy and government requirements and increasing student and other stakeholder expectations, to name a few. Ensuring the right teams are in place to react to these demands and adapt fluidly while ensuring high workloads and day to day tasks are achieved is crucial for the modern-day administration team

The Academic Services Unit (ASU) for the College of Business at RMIT underwent a large-scale centralisation of its administration services in 2012, resulting in a move to functional based teams responsible for all aspects of the student lifecycle for 23,000 students across Melbourne and at global locations. While bringing many benefits to process improvement and streamlining tasks, an independent review of this Unit in 2017, which involved stakeholders and the staff themselves, indicated some dissatisfaction in relation to the customer service provided. An outcome of the review proposed further change – realigning the Unit into cohort teams responsible for the end to end processes of the student lifecycle.

The presenters will discuss the change and engagement strategies used from a bottom up approach, lessons learned and the outcome of the change. There will be an opportunity for group discussion and to ask questions.

Learning Outcomes

Understand the importance of staff engagement in any change process

Learn about tools and techniques used to ensure staff engagement throughout change

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G7
What's learning got to do with it? Disconnecting employability from 'careers'

Dr Dino Willox, The University of Queensland

Biography

An experienced transformational leader, Dr Dino Willox is the Director of the UQ Student Employability Centre, which helps students to identify and engage with activities and experiences that enhance their studies and develop their employability. Dino is also a non-executive Board member of the Australian Collaborative Education Network (ACEN), which is the peak body for practitioners and researchers involved in Work Integrated Learning (WIL) in Australia. Prior to moving to Australia, they were the Faculty Manager of Strathclyde Business School, Glasgow, and formerly the Head of Student Records at Cardiff University. Dino's pronouns are they, them, and their.

Abstract

Nobody can predict the future, but we do know that things are changing exponentially. This is particularly true in the world of work. The skills, knowledge, and abilities needed in today's world are shifting rapidly. How can universities keep pace, meet changing expectations, and remain relevant and necessary now and into the unknown future?

Dr Willox proposes that the solution to this challenge – and that of future graduate employability – is to focus on experiential learning processes both within and beyond the curriculum. Focusing not only on content, but also on developing the ability and capacity to continually learn, will develop holistic graduates with lifelong capabilities to ensure they can navigate uncertain futures with confidence.

G8
Box Hill Institute – Applying a new procurement and delivery model to higher learning

Paul Gilmore, A.G. Coombs

Biography

Paul Gilmore joined the A.G. Coombs Group in 2014 as Executive Manager Group Business Development. Prior to this, over a 25-year period, Paul has held various senior functional and executive management roles in private and public (ASX100) companies spanning a broad range of industries, including the facilities management services sectors. Specialising in the areas of manufacturing, marketing, operations and product development. Paul has led the development of various facilities management and maintenance models focusing on process improvement to drive efficiency and reduce ongoing costs to deliver higher quality measurable service outcomes.

Abstract

A mothballed TAFE campus in Melbourne's outer east has been transformed into a vibrant and successful education setting with the help of an industry-first Managed Service Agreement between Box Hill Institute and A.G. Coombs.

Following its closure in 2013, the former Swinburne TAFE campus at Lilydale lay dormant for three years until agreement was reached in late-2015 with the Victorian State Government for Box Hill Institute to re-open the Lilydale Lakeside campus.

The Institute's master plan for the campus required the TAFE to be reopened in February 2017 for the intake of more than 1,000 students commencing vocational and higher education courses.

Needing to reinstate deteriorating building services, the Institute in partnership with A.G. Coombs undertook a detailed assessment of the existing chilled water systems serving the Lakeside campus.

The assessment concluded that the condition of the existing chillers would require significant upgrades and/or replacements to serve the new and future needs of the Institute.

Conscious of the Institute's overarching objective for environmental sustainability and energy efficient utilisation of their assets, a proposed mechanical services scope of works, associated budget and programme was subsequently put forward, which included the adoption of a Managed Service Agreement (MSA).

In late 2016, the Institute appointed A.G. Coombs as head contractor to complete the chilled water system refurbishment works as recommended under an MSA.

The MSA addressed the capital constraints faced by the Institute, and provided a viable and sustainable, cost-saving procurement and financing solution to meet the tight timeframes ready for the 2017 student intake.

The MSA included the design, procurement, installation, maintenance and ongoing operation of the new plant and equipment for a fixed term of 10 years. All responsibility for equipment risk and maintenance was carried by

A.G. Coombs. No upfront capital from the Institute was required, with the works fully funded by A.G. Coombs finance partner, allowing the Institute to focus their capital expenditure elsewhere.

The project was delivered on time (12 week period from construction to commissioning) and on budget.

This collaborative partnership is an excellent example of how two organisations Working Together to Realise Big Ideas delivered a viable and bespoke turnkey solution, together with an estimated energy saving of up to $45,000 per annum.

This presentation will provide insights from Box Hill Institute (Customer) and A.G. Coombs (Service Provider) perspectives and what can be achieved when capital funding is scarce, timelines short and the student experience paramount.

CONCURRENT SESSION H

16:20 – 17:10

H1 👤
Renovate or detonate; the value of adopting sustainable urban renewal strategies

Nathan Humphries, Hassell, Janine Deshon, University of New South Wales

Biography

Nathan Humphries is a key senior member of the Education and Science sector for HASSELL with a focus on briefing, design and delivery of complex integrated works projects. He has a detailed knowledge of contemporary learning pedagogy and research space design for tertiary education.

Janine is as a qualified architect with over 25 years' experience working throughout Australia on a range of major education, cultural and other public building typologies. Janine's understanding of design excellence in the built environment lead her to the UNSW Estate Management team; where it is her role to form complex project briefs which define and contribute to the strategic development of the UNSW campus.

Abstract

Adaptable, flexible, future proof, high performance, transformative, engaging, efficient, iconic… what do these terms really mean? And how do they translate for campus planning & estates teams trying to consolidate existing building stock, demonstrate spatial efficiencies, improve operational cost, reduce capital expenditure while delivering world leading, state-of-the-art, innovative physical environments needed to attract & retain top academic talent and drive world leading research & educational excellence? Four years ago, UNSW's Electrical Engineering Building (EEB), a legacy from 1960's and the original home of one of Australia's most successful engineering schools, was at the crossroads. Whilst the building had good bones and lent a sentimental sense of nostalgia to the campus, it had effectively reached the end of its useful life. Best practice teaching and research methods had evolved beyond what the building was able to support. Detonate or renovate was the stark choice faced by UNSW.

Through a process of careful collaboration, the relationship between architect, client and end user allowed an exciting outcome to unfold. This year will see EEB reopen its doors and welcome the next generation student to a healthier more sustainable building that boasts; 10% greater usable floor area efficiency, reduced environmental footprint, enhanced natural daylight, renewable energy generation, over 10,000sqm of state

of the art 'hands on' learning spaces, world class research labs, technology rich student lead informal learning neighbourhoods and an extended 40-year building life. Not what you would expect from a 60's classic.

If you want to hear about the quantitative measures of building renewal such as financial incentives, operational benefits & sustainable reward, a given in any building refurbishment project then this session will be of interest. If you want to be surprised, excited and delighted by the qualitative outcomes and challenges of urban renewal then don't miss out!

Through a case study of the EEB, the session will explore the following topics.

- Key challenges faced in evolving existing campus buildings
- Adaptable, flexible, future proofing. What do they mean in the context of a university building
- The real value of building relifing & urban renewal strategies
- How can facility managers, planners, designers and clients work together to support the future campus

H1 👤
Creating a workplace powered by 'human experience'

Alana Hannaford[1], Dinesh Acharya, Jones Lang Lasalle

Biography

Alana is a highly motivated design thinker with a flair for solving problems. She relishes partnering with organisations to identify opportunities for improved human experience and innovative solution design. She is a positive influencer, helping clients improve the way they work and engaging honestly with people through measured and considered approaches. Alana has lead a wide range of workplace programs from Workplace Strategy through to execution of Change and Transition Management projects. Her diverse experience includes a range of university projects at RMIT, Australian Catholic University, Victoria University, Sydney University and most recently Monash University.

Abstract

The workplace is powered by 'human experience'. Human experience goes beyond a work-life balance, it drives how people feel about their place of work. How empowered, engaged and fulfilled they are, it's the purposeful fusion of life and work based on authentic human experiences.

It is crucial that the workplace fulfils the minds and hearts of the people who turn up every day to give their best self at work. But what does this mean in the world of higher education? How does the 'human experience' of the student, of the professional teams and the academic staff become realised in the workplace of the future?

The next generation is driving disruption and workplace expectations are ever increasing. Technology is influencing a student's requirements for in-the-moment information access and learning that is on demand. When it comes to physical space, students have ever increased desire to access a range of facilities, where they are empowered to choose where and when they collaborate and concentrate.

For the academic and professional staff, there has been a real shift towards 'collaborative' workplaces over the past few years and an increased requirement of being accessible to students. However, there is still a real need for choice and the consideration of deep concentration within the working environment. Are we designing workplaces that are driven by the aspired human experience?

In this discussion, Alana will explore how understanding the 'human experience' should help to drive the design of space and successful change outcomes for universities. Alana will discuss pedagogical trends and how the workplace of the future could provide your aspired human experience.

Note (confidential): If selected we may seek to include case study information from our partners we have worked with (globally). We will require permission from these partners to include in our content, hence have not included in the above abstract. If selected, we will provide these details.

H2 👤
Creative administration is not an oxymoron

Benedict Ciantar, RMIT University, College of Business

Biography

Benedict is an experienced administrator who has worked in the education sector for almost 20 years. He has worked with a variety of student groups, both locally and on a global scale. He has also co-written and presented a paper at the 7th National Men's Health Conference, Adelaide (2007), and has published several fiction pieces.

Abstract

In writing circles, it is said that you can't edit a blank page. This expression explicates the distinction between writing and editing and is used primarily to help get writers out of a block and put their ideas on the page. It is also a reminder that an expression of an idea is, in the first instance, never perfect and needs refinement. The expression is designed to take the pressure off, to remove any artificial constraints the writer may have constructed in order to unleash the idea for later analysis.

So what has this talk of creativity got to do with administration? Creativite ability is not normally listed as a key selection criteria. Certainly for the layperson, standard conceptions of administration evoke images of spreadsheets,

ABSTRACTS

forms, piles of bulging files and rows of office workers staring robotically at computer monitors. For the large majority of us working in university administration, this might not be too far from the truth. Office configurations may have changed to promote collaboration, and tools with which we undertake our work are becoming more sophisticated, but quite often the fundamental skills and processes that enable us to perform our duties remain unchanged. As a result, teamwork, processes and job satisfaction can suffer. How do we change this? Is there opportunity within the administrative space for creativity? What forms might it take?

In this talk I will provide some working examples of how our existing routines can be disrupted in order to open up a space for the creative mind. I will apply this 'creative disruption' to a variety of circumstances and demonstrate that there are many more choices that promote creativity within our working days that we might realise. I will draw on a number of examples, such as the physical spaces in which we meet, the ways in which we collaborate in teams and with our stakeholders, and the ways we solve a multitude of complex problems.

Working within a large and complex organisation presents us with a range of constraints. But constraints, like editing, are second-order concerns. The idea comes first and we should promote, at every opportunity, that our staff use their creative minds to provide innovative and engaging solutions to today's complex problems. The client will benefit, and we will certainly be more engaged and satisfied.

H2 👤
Managing built assets & infrastructure for future sustainability

Harish Patel, Travis Gilbertson, Curtin University

Biography

Harish Patel has a wide range of technical and leadership experience in asset management, facilities management and property related matters extending across 30 years' both in Australia and within the UK. Qualified as a Chartered Building Surveyor with the Royal Institution of Chartered Surveyors (RICS) Harish Patel has worked across multiple sectors, property types and portfolio sizes and in various capacities including as a consultancy/advisory and also as client representative.

ABSTRACTS

NZCE (civil), BE (civil)(hons), RPEQ, MIEAust, MIPENZ, CPEng, CAB Certified Technical Expert (ISO 55001), Certified Asset Management Assessor (ISO 55001), JAS-ANZ Technical Witness (ISO 55001)

Travis has over 30 years' experience in infrastructure asset management planning in Australia, New Zealand and Canada, with specialist knowledge and application in ISO 55001. He consults across a broad range of market sectors and industries, with specialised knowledge in contemporary strategic asset management.

Abstract

Universities face many challenges in delivering and managing sustainable, relevant, contemporary, efficient and flexible assets. Many Universities are faced with the challenge of managing aging assets and infrastructure in order to meet dynamic demands for learning and research space whilst facilitating emerging technologies and providing a positive user experience. Curtin University is addressing these issues from a strategic asset management perspective guided by the International Standard ISO 55001.

Sustainability in the delivery of appropriate university-built assets and infrastructure starts with a robust planning process that balances the 'university business needs' with 'asset value'. The challenge, from an organisational perspective, lies in aligning and developing the management 'system' used to ensure objectivity, consistency, transparency and robustness in the decision making and planning of facilities.

This paper describes how ISO 55001 has guided the development of an integrated strategic asset planning process that provides Curtin University with asset decisions that: in context with corporate plans; are transparent in process; ensure that capital investment projects are validated, substantiated; and prioritised in terms of 'value' to the University. It presents the journey undertaken by Curtin with consultants WSP, over the past year, to develop and create an innovative approach to asset management planning. This is based upon a convergence of 'top-down' and 'bottom-up' planning that optimises the required assets against affordability. This planning process will eventually become a 'live' planning portal informed by asset performance, risk and cost within a strategic framework. Components include a strategic asset management plan, asset management plans for each asset group, and a series of enabling procedures that guide and facilitate the annual planning process. The procedures are designed to ensure consistency and repeatability in data acquisition and process.

H3
RMIT Property Services accelerated certification to ISO 55001 Asset Management System

Andrew Sun, RMIT University

Biography

Andrew Sun leads the asset management team as their Senior Manager within Property Services, RMIT University. He is responsible for all things within the asset management space. In achieving this, leading subject matter experts and leverage condition assessment methodologies, life cycle analysis, data modelling, regular asset information reviews and leading-edge technologies. He has led the team to win a number of key awards in 2017; "Excellence in FM" from the FM industry and "Innovation in FM" from the Higher Education industry. He holds a Bachelor degree in Electrical Engineering, a Masters Degree in Maintenance & Reliability Engineering, a teaching qualification and a MBA. Outside of work his hobbies include bike riding, visiting wineries and hiking.

Abstract

Since the publication of the ISO55000 standards in 2014, there has been much fascination amongst asset management practitioners and debate within organisations on the feasibility and reasons for implementation of the standard.

For any organisation, asset management is fundamentally is the practice of continuously abstracting value from their core assets. It can only be described as good asset management practice if during this practice stakeholder's expectations are also delivered.

RMIT Property Services understands the benefits of optimised asset management. The tangible results of integrated, risk based, whole of life asset management have increasingly proven advantageous to RMIT University.

This paper outlines RMIT Property Services accelerated journey to ISO55001 certified in the form of a case study. It will focus on the benefits of having a certified system and how we got there. It presents the state of play and how the mammoth challenge was broken down into smaller segments to be completed over a relatively short period of time.

Discussions cover the various audit stages preparations in detail; including the steps and methodologies the highly focused team deployed enabling the project to be a successful outcome – becoming the first Australian University (and probably the only University in the world) to achieve certification to this scheme.

ABSTRACTS

H4
USC has collaborated with Veolia to design a leading-edge project to deliver a 36% campus energy saving once developed

Dennis Frost, The University of the Sunshine Coast and Veolia Energy Technical Services

Biography

Dennis Frost is passionate about energy efficiency. Currently Energy and Infrastructure Manager at USC, having previously worked at JCU and ANU, he has implemented a series of energy saving initiatives including campus-wide power factor correction, advanced EMS/BMS systems providing real-time energy monitoring and management, and two campus district cooling projects.

Abstract

Theme – Working Together to Realise Big Ideas: Collaborate!

Abstract – From sunlight to chilled water to 36% campus energy savings!

USC has collaborated with Veolia to design a leading-edge project which will deliver a 36% campus energy saving once developed. This innovative project will deliver a 2.1 MW PV solar array and a 4.5 Mega litre chilled water storage system, with real-time monitoring and smart controls. It will deliver energy for self-consumption, for chilled water production and for export to the grid.

Yet it is not the innovative nature of the project, or the energy saving, which make this project exceptional. The project is the outcome of a two-year collaborative process between USC and Veolia – a process which has been based on trust, transparency and the alignment of core values.

The outcome is a partnership – and a 10-year BOOT contract under which Veolia will Build, Own, Operate and, ultimately, Transfer the infrastructure to USC. Under the contract, USC will purchase electricity and chilled water at an agreed price for 10 years, with Veolia undertaking responsibility for operation and maintenance of the infrastructure during that time.

Both partners will receive benefits:

- USC – through significant energy savings and reduced carbon emissions with NO outlay of up front expenditure – plus ultimate ownership of the infrastructure; and
- Veolia – by achieving a return on their investment over the 10-year contract period.

The engineering design, financial and legal aspects of the project were complex. To navigate these hurdles the parties agreed on a transparent open book arrangement that afforded the trust which is essential for such a project to succeed.

In addition, the project has required collaboration with other stakeholders, including:

- key university personnel – by allowing them ownership of their component of the overall vision and keeping them up to date as the journey progressed
- a lead engineering firm – which has quality assured the project and provided innovative thinking 'outside the box'.

This presentation will demonstrate how collaboration, trust and transparency were fundamental to both the project design and to achieving contract agreement for USC's innovative large-scale sustainability project.

Learning outcome:

- How collaboration, trust and transparency underpin success in the development of large-scale sustainability projects.

H5
Transforming Campus Services with improved service quality, safety and cost reduction

Danielle Rostan-Herbert, David Barker, The University of Melbourne

Biography

Danielle Rostan-Herbert is the Sustainability and Environmental Services Manager at the University of Melbourne. She has a Master of Engineering (Environment). Danielle is a highly motivated manager with over twenty years of experience, knowledge and passion in the Environment and Sustainability sector. Danielle has achievements in strategic planning and delivery, budget savings and stakeholder engagement. In addition, she guest lectures on Sustainability at the University of Melbourne, including in the Faculty of Education, Faculty of Business and Economics and for International Students.

David Barker is truly passionate about procurement and people, believing they are a cornerstone of the future success of any organisation. He also has a love/hate relationship with public speaking! Currently the Property Procurement Manager at University of Melbourne, supporting the management of FM spend. Previous roles include Head of Strategic Procurement at Babcock DST (UK Defence), and he also has experience in Utilities and FMCG sectors.

Abstract

Research published in the Medical Journal of Australia, suggests 32 per cent of night shift workers suffer from a condition called 'shift work disorder'. According to The National Sleep Foundation, shift work disorder can affect your health, as well as your performance and safety on the job. Night shift workers have a higher likelihood of developing serious

mental and physical conditions such as; cardiovascular disease, insomnia, drowsiness or other sleep disorders, family or marital problems & increased levels of stress and anxiety.

The initiative to change cleaning shifts from starting at midnight, to starting at 6 AM has been a complex, organisation-wide, change program. This has a positive impact on the lives our cleaners, whilst also creating a positive, and interactive experience for our customers.

The cleaning project has delivered operational and social benefits, including; positive feedback from building occupants – cleaning standards and response times to cleaning requests significantly improved, and UoM has experienced unexpected productivity dividends. Cleaners noted the change to an early morning schedule provided a better work life balance, as well as addressing the risks around physical and mental health of working the nightshift.

We will run you through the planning and execution of a significant change project, clearly showing how the strategic use of a phased approaches and trials, direct feedback, on the job learning and focussing on the safety and wellbeing of others, has allowed us to seamlessly transition the UoM's largest recurring spend contract from night time to day time service delivery.

In addition, you will learn the tips and techniques we used in the process. We will share our ups and downs from the process and will bring to light the mistakes we made, and rectified, on our journey through this complex change landscape.

This is the story of a true win / win change activity, where all parties benefited. The outcomes of this project will be beneficial for many years to come and have had positive impacts on multiple people connected to the contract delivery.

Overall outcomes included;

• Improved Cleaning Standards
• Visible presence of cleaners
• Higher levels of cleaner accountability
• Reduced service complaints
• Reduced energy consumption
• Improved safety and wellbeing of cleaners
• Reduced costs

H6
Flinders Physical Science Learning Spaces redevelopment virtual reality engagement: Creating innovative teaching and 'active campus nodes'

Juan Smith, Flinders University, Diana Rosenthal, architectus, Nathan Foulis, Mott Macdonald

Biography

Juan Smith has 15 years' experience in the tertiary sector providing front end project planning and strategic space management. In recent years, Juan has been involved development of Flinders University Student Hub project team focusing on student engagement and stakeholder management. Juan has more recently been involved in the creation of Flinders' Learning Space Upgrade program and space mapping for organisational restructure.

Nathan Foulis is Mott MacDonald's South Australian Sector Lead for Advisory and has facilitated the delivery of some of the state's largest education projects and facilitated award winning outcomes for clients. Successful projects include the Flinders University Flinders at Tonsley building and the University of Adelaide's world-class Adelaide Health and Medical Sciences (AHMS) building.

More recently he has assisted Flinders University to deliver their innovative Physical Sciences Teaching and Learning Spaces project.

Diana has extensive experience in the design and delivery of tertiary projects over the last 15 years. Key clients include Flinders University, The University of Adelaide, UniSA, TafeNSW and TafeSA. Notable projects include internationally acclaimed SIEC for TafeSA, UniSA's Sleep Research Centre and Flinders' Physical Sciences Teaching and Learning Spaces.

Abstract

Tasked with converting outdated 1960's lecture theatres and classrooms into innovative Team Based Learning environments, Flinders University collaboratively developed a suite of premium teaching spaces, using Virtual Reality to engage with students and academics. The outcome set a new benchmark for teaching spaces and commenced a rolling Learning Space Upgrade Program. The new facility puts the student at the centre of the in-class learning experience and enhances the campus experience beyond the classroom.

A detailed briefing process gave the project team a clear set of Key Principles from which to deliver spaces that function in multimode of 'lec-torial' (traditional lecture/tutorial), collaborative and informal self-directed learning outside of timetabled classes. New technology was implemented to allow flexibility in the way students learn and collaborate and supports the various ways in which teaching is delivered.

Aligning to Flinders ethos of being Student Centred the project commenced the creation of 'Active Nodes.' These 'Active Nodes,' identified as the natural gathering points along primary pedestrian paths, have become targeted areas of investment for premium teaching spaces, main lecture theatres, informal learning spaces, social gathering points, student services and retail. Similarly, the University's 'Primary Paths' and 'Safe Pathways' projects have been enhanced by this project which has linked the previously distant ridges of the campus.

The key to the successful delivery of the new spaces, within a limited timeframe and budget, depended heavily on the new Early Contractor Involvement (ECI) construction methodology employed by the University that facilitated procurement of a Building Consultant at project inception. In collaboration with the Building Consultant (Built.) and Project Managers (Mott MacDonald), Lead Consultant (Architectus) guided a comprehensive stakeholder engagement process with University students and staff.

The result was an in-depth appreciation of stakeholder requirements across the entire the project team that with early constructability advice facilitated construction of the project within 8 weeks.

In this presentation, Flinders University will discuss the aspirations for this project as an individual redevelopment as well as the new standard for teaching and learning spaces and the campus planning principles. Mott MacDonald will discuss bringing together the design team and the contractor in a new fast track ECI model for the University. Architectus will outline stakeholder engagement process and the resulting design response. The presentation will conclude with discussion surrounding the benefits to students and campus including detailing the post occupancy review in how the spaces are being used.

H7
Building leaders

Sharon Athanasios, Deborah Tetley, University of Wollongong

Biography

Sharon and Deb are members of the Professional and Organisational Development Services Team at the University of Wollongong. Between them they bring 20 years' experience of design and delivery of learning and development solutions to individuals in leadership roles. Of particular interest is the Early Career Researcher and Mid-Career Researcher Programs coordinated by Sharon and the Senior Academic Leadership program delivered by Deb. Both these presenters have a passion for supporting staff to reach their full potential.

Abstract

In times of great change in the Higher Education sector, effective leadership is critical for universities to succeed in a complex and volatile environment. Therefore, the development of our staff into great leaders becomes a strategic priority.

The University of Wollongong have developed a Leadership Capability Framework describing what successful leadership looks like in our context. In doing so, we have adopted a holistic approach to leadership by providing a framework for both existing and potential leaders as well as guidance for all staff in the important aspects of self-leadership. The Framework was developed in-house and was developed through wide consultation across the University. Of course, identifying what effective, responsive leadership looks like is only part of the story and although many institutions have developed leadership capability frameworks, they often remain stagnant documents describing a hope but have little impact on leaders' behaviours.

So, more than simply espousing best practice leadership, we have employed a variety of strategies to embed and integrate the framework across the organisation and into a range of processes to effect transformational and cultural change.

Our presentation outlines our journey to bring the UOW Leadership Capability Framework (LCF) to life.

Areas that will be covered include:

- how it was developed on a shoe string budget
- integrating the Framework into "what we do" e.g. performance management processes, integrating the Framework into our Leadership programs and 360-degree leadership Survey which is based on the capabilities outlined in the LCF. Staff receive an individual coaching debrief to identify their strengths and development areas
- providing a Development Guide which outlines a range of professional developmental opportunities and resources around each of the capabilities using our 3E approach to learning – Experience, Exposure and Education investing in quality online micro learning that is accessible anytime, anywhere
- measuring change in leadership performance and outcomes
- what we learned along the way and next steps

The practical implementation of the Framework has meant that the Leadership Capability Framework is a living document as a result of the integration into work practices as well as the associated developmental resources that are provided. It has been fundamental in clearly outlining what is expected of our leaders and transforming the leadership culture within the University.

ABSTRACTS

H8
Establishing a collaborative community of practice

Julie McCusker, Deakin University

Biography

Julie has worked at Deakin University and the private sector for a number of years as an experienced and qualified project manager. Her most recent role is Manager with the Deakin Portfolio Office (DPO), where she works collaboratively across multiple areas of the university around portfolio and project management. Julie has a wealth of project management and learning design knowledge that enhances the support and guidance that the DPO provides to their stakeholders. Using her extensive experience in the adult learning sector, Julie applies various adult learning techniques in establishing and facilitating the DPO's Community of Practice sessions.

Abstract

Sometimes when you work in a large organisation it's hard to share learnings and ideas of improvement across divisions, units, faculties and/or schools.

It's not that we don't want to share information or improve our practices, it's often that we don't know who to share our stories with or who know who else has our common interest.

The Deakin Portfolio Office (DPO) was established in 2011 as a governance authority that provides a consistent and rigorous approach to all major projects at Deakin University.

While our approach continues within the governance capacity it has increased to provide education and improvement to portfolio and project management practices within Deakin University.

Our desire for continuous improvement led the DPO surveying its stakeholders in 2017 and with a 55% response rate the findings of the survey provided a sound starting point to look at our current practices, determine where we needed to be better but also that we needed to engage our community to work towards common improvements.

This led to the DPO establishing a Project Management Community of Practice (CoP) where likeminded individuals are provided with the opportunity to hear and provide input into the direction of Deakin project management, learn from each other and work towards common continuous improvement goals.

It is intended that this presentation will look at why and how the DPO Project Management Community of Practice was established, the structure and involvement of stakeholders, how the CoP is helping break down silos of communication and what we have learnt to date.

Upon leaving the presentation you will learn:

- How to go about setting up a CoP
- How a CoP can help drive efficiency and break down silos
- How a CoP can enable resource poor functions to combine and leverage each other to drive quicker and better outcomes.

ABSTRACTS

WEDNESDAY 12 SEPTEMBER 2018

CONCURRENT SESSION I

11:00 – 11:50
Concurrent I

I1
Goodbye Gen Y Hello Gen Z – Opportunities for innovative retail for students of the 2020 cohort

Suzee Brain, Brain & Poulter, TEFMA, Property Council of Australia, Urban Land Institute

Biography

Suzee Brain is the Director of Brain & Poulter, Australia's No.1 University Retail Planners.

Brain&Poulter provides government & industry with global retail planning advice in masterplanning, concept development, feasibility studies, operational reviews and retailer training and development. With the removal of compulsory student union membership in 2006, Brain & Poulter's expertise has proven to be advantageous to University campus retail food planning having developed successful retail masterplans for 26 Australasian University campuses including 7 of the Go8. Suzee has a passion for food and spends her time providing research results and benchmarks to stimulate greater good outcomes. She is a member of the PCA, TEFMA, ULI and is usually ranked as the #1 guest speaker at industry events thanks to her innovative insights and entertaining presentation style.

Abstract

By 2020, Australia will be entering a unique era where there will be more people exiting the workforce than joining it. Concurrently, the number of Australians obtaining a University degree will double from 1 in 4 for Generation X to 1 out of every two people for Generation Z.*

Generation Z is the start of a new cohort. Whereas Gen Y students in the last 15 years loved pop ups, sustainable fishing, mobile vans and digital books, Gen Z is being called "Generation Salad" due to their interest in veganism, provenance, calories and DIY.

This generational shift on campus means students will study longer, stay on campus more and have markedly different retail demands than previous cohorts due to being the first fully digital native cohort.

A retail plan that meets the needs and exceeds the aspirations of the campus cohort is essential in creating STICKY campuses of the future. Failure to provide a suitable mix can lead to low student satisfaction ratings, lower continuing enrolments, difficulty in leasing student accommodation, less support of extended library trading hours – too name a few...

In this presentation, Brain & Poulter will address the following critical questions affecting Space Planners, Facility Managers and COO's as they plan for the next generation such as;

- What are the retail uses and cuisines of the future best suited to respond to Gen Z?
- Will the rise of Generation Salad mean supermarkets will become possible on campus?
- Will food trucks become the University Food Court, or have they peaked?
- Will cash become an outmoded commodity?
- Which retail uses should remain as bricks and mortar and which should be virtual?

Using Global University Research and Australian University Retail Benchmarking, B&P will expand on the following 5 key steps to determining what innovations to the retail model can be delivered on campus;

- The Gen Z Retail profile – how differently will students of 2020 eat and shop compared to past cohorts.
- The Baby & The Bath Water – Review of current University retail benchmarks to ensure any retail strategy is built on solid foundations
- Predicting Trends – a round-up of what trends will likely apply to campus retail in the future and which ones to ignore
- Competitive Review – What are other Campus and Non-Campus Retail Precincts around the globe offering Gen Z
- To Build or Not To Build – evidence based design results affecting campus retail

*Source: McCrindle Research

I2 PANEL
Enhancement over assurance – Focusing on the student experience to inform the future

Stuart Terry, Otago Polytechnic

Biography

Stuart Terry leads Organisational Researcher at Otago Polytechnic. In this role he is responsible for institutional evaluation, quality systems, listening to the student voice and providing evidence to improve student satisfaction with their learning experience Stuart has a strong interest in quality systems and evaluation based on data and evidence within the Institute of Technology and Polytechnic (ITP) sector of tertiary education in New Zealand.

In his role he has overseen the redesign of methods to gather and report feedback from students, and how teaching staff use the data to inform teaching practices. Since 2012 Stuart has also coordinated benchmarking projects on student satisfaction and graduate outcomes with a number of ITPs. Stuart has published journal articles and presented at a number of conferences in Australasia and the USA on engaging students and teachers in the evaluation process.

Abstract

Both the tension and the complementarity of quality assurance and quality enhancement in higher education has been debated over many years. It is increasingly realised that including the experiences, attitudes and opinions of students is an essential part of a modern quality system, and that assurance and enhancement is best undertaken in a partnership approach.

Insights about the student experience are often accessed by gathering feedback directly from students about their reflections of their learning experiences. A key input to the quality and evaluation cycle is the embedding and integration of student feedback to enable both staff and students to work in true collaboration to enhance the teaching and learning environment.

While there is a body of research about the mechanics of student evaluations, there is limited documented research regarding students' perceptions about how their feedback is used within a quality framework to impacts the overall student experience.

Establishing, nurturing and maintaining quality frameworks present challenges on many levels, including institutional strategic directions, governance policies and practical implementation.

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Consulting | Interiors | Architecture

ABSTRACTS

The results of actions to close the loop and be focused in a student paradigm can be difficult to evaluate as they may be difficult to quantify, the results may not be immediately apparent, or improvement may not happen in a way anticipated.

Exploring student perceptions of feedback using a student focused paradigm an opportunity to better enable the student voice and facilitate more meaningful staff engagement with the student voice to enhance the student experience through changes in pedagogic practice, student behaviour and institutional culture.

With this approach the challenge for many institutions to overcome is moving from mere data collection to the production of meaningful information capable of supporting decision-making and targeted actions for improvement based in the student focused paradigm.

In this Panel Session, speakers will describe how students are engaged in the feedback process on the student experience and how that information is used to implement and embed quality improvements while at the same time assuring quality of the learning. The different perspectives including jurisdiction, institution type, role and responsibility will serve to highlight that for the most part, principles underpinning the value and place of feedback and collaboration between staff and students are shared. Sharing experiences from within specific institutional contexts about the major challenges and variations that arise in the process of implementing and embedding a feedback system within a student focused paradigm will enable the audience to consider other approaches to quality assurance and quality enhancement.

I3
Old Bones New Life. A study in building reuse, art and integrated sustainability at Monash University

Julian Kosloff, Kosloff Architecture Jocelyn Chiew, Monash University

Biography

Julian Kosloff has been a Founding Director for over twenty years, both of BKK Architects and Kosloff Architecture. He has been a Director in charge of a number of award winning projects in private and public sectors, including multi-residential, commercial and urban design. He has been an AIA member throughout his career, sitting on a number of awards juries and Institute Committees. He is actively involved in RMIT, Monash University, Melbourne University Schools of Architecture, through lecturing, guest critic and moderating roles. ARBV, AIA

Jocelyn Chiew is a Registered Architect, Landscape Architect, Urban Designer, sessional academic and juror, responsible for the masterplanning and design quality of Monash University's multiple Australian campuses. Jocelyn is a current Australian Institute of Architects Vic Chapter Councillor. She has led studios in urban design at the University of Melbourne since 2015 and is a member of the Monash Design Review Panel. ARBV, RAIA, GSAP, PIA

Abstract

Institutions and Corporations have a significant and ongoing responsibility to consider their impact on the built environment and culture of the communities in which they operate. The establishment of clear and cogent frameworks and policies around sustainability, built form, and cultural contribution is key to achieving this, but also requires effective implementation to be truly impactful.

The redevelopment of 18 Innovation Walk at Monash Clayton exemplifies the efficacy of a number of University strategic frameworks. Completed in early 2018, the project required the re-skinning and future-proofing of an existing 1960s eight story building, new landscaping, and a foyer redevelopment; to improve access, occupant amenity and building performance. Undertaken by Kosloff Architecture, in collaboration with renowned artist Callum Morton and MAP (Monash Art Projects), the outcome has repositioned the facility and broader Science Technology Research and Innovation Precinct in which it sits; placing innovative, integrated and informed approaches to sustainable development proudly on display.

The design is strongly informed by academic research and environmental modelling, and builds on a number of pre-existing frameworks and policies, namely the Monash Clayton Masterplan, Public Art Masterplan and Eco-Accord.

- The Clayton Masterplan was instituted in 2010 to transform the campus into a morning to midnight campus that attracts, enriches and engages with its adjacent community. All built form on campus is required to respond to principles of design excellence, sustainability and connectivity, supported by various processes including the Monash Design Review Panel and Public Art Subcommittee.

- The Public Art Masterplan aims to enrich the daily life of Monash campuses through the integration of contemporary art around and within built form.

- The Eco-Accord is a performance-based tool that sets out clear minimum standards across a wide range of ESD aspects. All development on campus is required to articulate how a proposed design responds to each of these areas, with benchmarks set well above the minimum levels required under the National Construction Code.

The project has resulted in a 39% reduction in solar heat gain, a 28% improvement in thermal performance and reduced cooling demand by more than 20%.

Planting in the surrounding landscape adopts the University's native plant preference, incorporating water sensitive urban design, and responding to the particular microclimates of the site. The whole delivers a cohesive, welcoming and adaptive outcome to a previously introspective and disjointed facility. Julian and Jocelyn will provide both consultant and client perspectives on this highly collaborative project.

I4 👤
University of Waikato Law and Management Faculty

Bruce Curtain, WSP Opus, Hendrik Vermeulen, WSP Opus, Tony Dicks, University of Waikato

Biography

Hendrik is the Principal Architect for WSP Opus in charge of the project throughout its design and delivery duration. He leads the Hamilton Architecture team for WSP Opus and has wide ranging project experience in NZ and South Africa.

Bruce is the National Market Leader for Education and Principal Architect for WSP Opus with an overview of the education sector in NZ. He has a background in campus master planning and innovative educational design. Bruce has extensive technical experience of a wide range of complex buildings in NZ and the UK.

Tony is the Senior FMD Project Manager for the University of Waikato. Modernisation and upgrading of the Waikato campus has been one of his prime tasks over the last 10 years – both major refurbishments as well as new buildings.

Abstract

Aim of the presentation

- Learning outcomes: How outstanding architectural design can create the ideal learning environment, successfully increase student numbers and be ready for the demands of the future.

The Challenge

- To create an iconic building with a unique and timeless design that embraces the latest technology
- To express the way we learn and the way we relate to our environment – creating spaces that facilitate the educational process and support the character of the University
- Adaptability of the teaching facilities is a critical feature – maximizing space utilisation and flexibility for future change
- Outside space for students needs to be retained and enriched, having floor levels that align with the wider campus
- A facility that integrates cultural design and acknowledges the contribution of Maori Pedagogy

- Provide a visible identity for the Law Faculty, and create a new gateway entrance for the University
- The building should endeavour to create a point of difference for the University to attract more students
- University buildings should celebrate the fact they are vehicles for innovative and creative thinking, and are a social hub providing a platform to showcase culture and collaborative thinking

Design Description

- An iconic landmark building for the University of Waikato's "Te Piringa -Faculty of Law" provides high quality teaching spaces and faculty accommodation with cutting edge technology, optimum connectivity and adaptability
- It asserts itself boldly on its corner site, communicating both permanence and quality through its formal design response. The Law is an important cornerstone of civilised society and this philosophy was also a strong driver influencing the choice of materials. It is a powerful expression of solid mass and void, and the journey through the building offers a discovery of space, light and connection
- Flexibility is the key with shared teaching spaces able to be used for more than one purpose
- Architecture has been used an expression of the way we learn and the way we relate to our environment – creating areas that facilitate the educational process. This is a stunning tertiary education facility which integrates cultural and historical references
- An award-winning building that meets functional and operational needs and is attracting significant national and international attention for the University of Waikato.

I4 👤
Transforming space management: Building leadership and capability

Jon Peacock, The University of Melbourne

Biography

Jon has a long-standing professional interest in how space and technology can best serve the institutional mission. He is currently Director of Space Management at the University of Melbourne, and was previously the General Manager of Learning Environments, overseeing the development of physical and virtual learning environments. Jon leads the delivery of space management capabilities for a highly distributed portfolio comprising almost one million square metres of gross floor area spread across eight campuses, specialist research sites, and clinical sites at state-managed and private hospitals.

ABSTRACTS

For the past four years, Jon has led a significant program of innovation and renewal to reform the University's approach to leasing management which was previously largely devolved to faculties, graduate schools, semi-autonomous entities and subsidiary companies. The University has adopted a more centralised management approach while improving service delivery, accountability, and compliance.

Abstract

Across the globe, all universities are under internal and external stakeholder pressure to deliver more for less, to embrace agility, to drive innovation, and to deliver more sustainable operations and outcomes. Successful universities have embraced this challenging context and seen it as an opportunity to transform thinking and practice. In this global context, a professional approach to space management has emerged as a critical enabler for the effectiveness, efficiency, quality, and sustainability of institutional mission. In an Australian context, the inexorable pressure to "sweat the assets" and deploy the discipline of space management has fundamentally challenged the established political economy of space utilisation, the predominant socio-cultural norms associated with space allocations, and those traditional markers of campus status and hierarchy. The aim of this case study is to critically analyse the leadership journey that was necessary at one Australian university to confront this context, to construct opportunities, and to transform institutional performance in space management from mediocre and failing, to successful and sustainable. The analysis will consider the development of a strategic vision and a series of annual implementation plans as a contested domain of thought and practice that was iterative and opportunistic. An exploration of the change management journey traces the successful outcomes of incremental innovations in building people capability, ensuring a robust technology platform in partnership with accepted information management principles, developing institutional policy and defined processes, introducing a service culture and refining client relationship management capabilities. Discussion of building people capability critically appraises approaches taken to selective in-sourcing, co-sourcing, and out-sourcing.

I5 👤
Learning to lead when you're not officially a leader

Mara Eversons, University of Canberra

Biography

Mara is a University professional with 18 years' experience in the higher education sector, most of those with the University of Canberra. Mara's substantive position is Deputy Director of Student Connect. Mara is currently team lead o the My Course student team assisting the transition of students from current to new courses being introduced in 2019. Mara has experience working within the academic areas as both a Faculty Student Affairs Manager and as Faculty Business Manager.

Mara's expertise is in staff leadership and development. I value the student as an educational partner and work with my teams to ensure we engage most appropriately with all students, staff and stakeholders within the sector.

Mara works within Student Connect and the academic portfolio more broadly to continuously improve the student experience and align the student journey across the University.
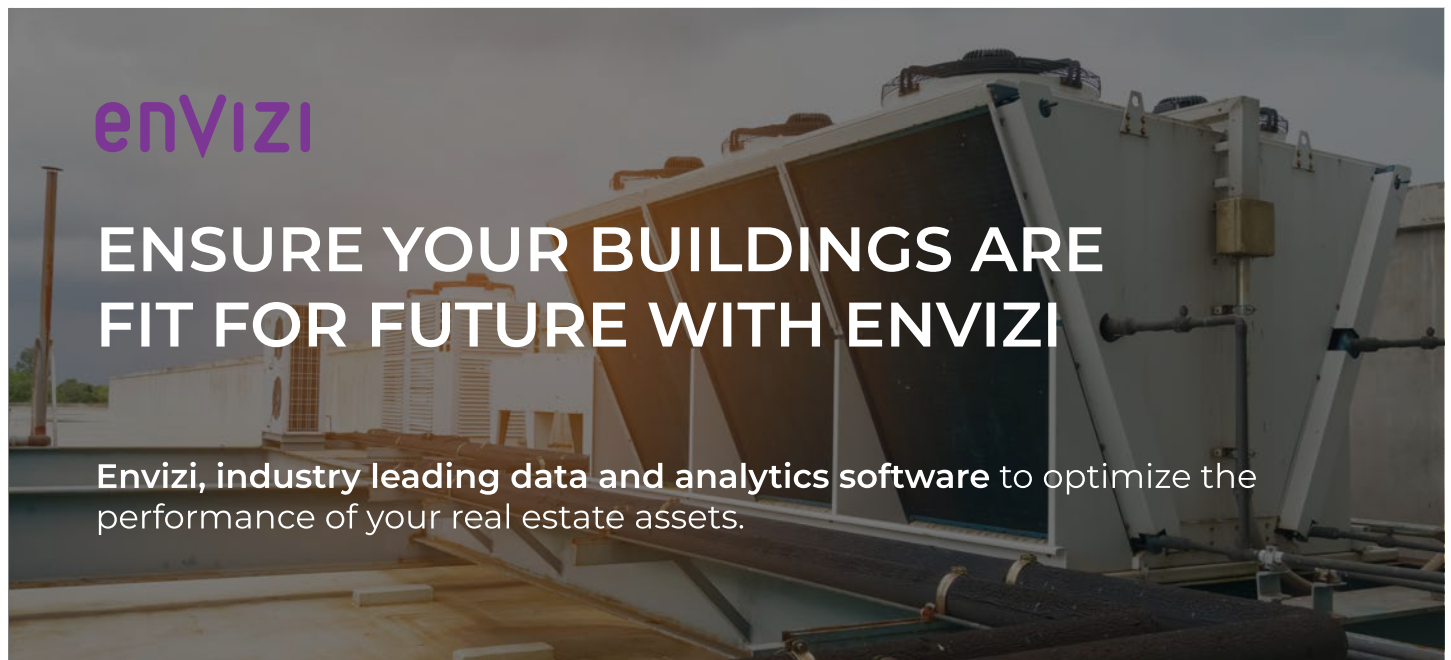
Abstract

Transformational leadership is not uncommon across the Higher education sector, what needs to be made more common is opportunities for all staff to lead and recognise their personal leadership qualities.

The My course student team has been brought together from Teaching & Learning, Student Connect, International Student Support services, and two of our academic faculties to assist in the transition of students from existing degree to new degrees being offered in 2019. The team will work with staff from across the university to see some 7000 students through the transition from current to new courses.

With a variety of skills brought to the team by each member and a variety of functions and tasks to complete, each team member is taking the lead in an area and will assist university staff to see the students through the process and/or to complete a project within the team. The team member does not need to be a professional leader nor does the task or function need to be significantly large, it's the opportunity to take the lead which is important.

After hearing about this example of inspiring and motivating leadership skills in staff, attendees will be asked to think about and share similar examples of opportunities for staff to develop leadership skills while not officially holding a leadership role.

ABSTRACTS

I5
Creating opportunities in the tertiary environment

Ben Evans, Danielle Gericke, Rhiannon Silverlock, University of South Australia

Biography

Ben Evans has been with the University of South Australia for 11 Years and is a regular at the TEMC conferences. Currently the Executive Officer for the Division of Information Technology Engineering and the Environment. Ben has previously held School Manager and Project Coordinator roles within the University.

Danielle Gericke commenced at the University of South Australia in 2009. Danielle started as a Program and Course Administrative Officer in 2009 and is currently School Manager in the School of Natural and Built environment. Danielle is committed to delivering service excellence and is a regular attendee at the TEMC's.

Rhiannon Silverlock started her journey at the University of South Australia in 2012 as an Administrative Assistant. Since then Rhiannon has successfully progressed through various support roles, and for the past 12 months has been Team Leader: Academics Services within the School of Natural and Built Environments.

Abstract

"In the middle of every difficulty lies opportunity" – Albert Einstein

Life in general can be challenging, but life without challenges could also mean a life without opportunity. For many of us here at TEMC 2018 that life includes the Tertiary Environment which can certainly be a challenge where the right opportunities are not always easy to find. The authors of most success stories won't begin by saying they waited for an opportunity to knock, but rather, how they created their own opportunities. Why should your own success story in the Tertiary Environment be any different?

As Managers, supervising engaged professional staff with opportunities to try new things is a perk of being a leader and, a great benefit when you are working together to realise those big ideas. Ben Evans, Danielle Gericke and Rhiannon Silverlock from the University of South Australia, would like to share stories about their opportunities, ones that they have created, and will continue to create in their efforts to be recognised as leading and working within a Division wide team of professional staff who strive to achieve great things.

Cast your mind back a few years to sunny Cairns for TEMC 2014 where some of you may have heard Ben and Danielle speak about the School of Natural and Built Environments (NBE) and our mission as Leaders who, while adapting to change, focused on developing our staff and helping them to achieve a high level of recognition for their work. Jokes were made at the time about taking over the world one area at a time by rolling out 'our' way of doing things to increase staff engagement, expertise and ultimately, wellbeing. In Auckland you might have heard Ben, along with Karla Gotting and Clare Caruana, talk about the Staff Synergy Project which certainly draws on many of the same principles of consistency, service excellence, and greater ways to engage with each other across the broader Division.

This year, in Perth, we introduce Rhiannon who in 2012 was employed on a two-week temp contract as an entry level Admin Officer. Today, through determination and seizing opportunities, the role of School Manager is well within sight for Rhiannon.

Ben, Danielle and Rhiannon invite you to listen to their stories and discuss how the challenge of Adapting to Change took us on an Unexpected Journey and led to a World of Opportunity.

ABSTRACTS

CONCURRENT SESSION J

11:55 – 12:45

J1
Not lazing, learning: How informal spaces are powering learning on campus

Michaela Sheahan, Hassell, Ian Thomson, The University of Adelaide

Biography

Michaela is a specialist design researcher within the Knowledge and Sustainability group at HASSELL. With experience across a range of design scales, from interior design to city planning, Michaela brings a holistic and multi-disciplinary outlook to the research, analysis and benchmarking exercises that large and dynamic projects require. Michaela has worked with designers, industry and academic partners to develop research in a diverse range of sectors, including transport, education, health and urban design. Building on a number of research scholarship awards, Michaela continues to sharpen her focus on city shaping health and tertiary education projects.

Abstract

In an increasingly diverse and technology enabled higher education sector, many university design guidelines are out-dated and inadequate. Universities recognise that new teaching methods require the built environment of the future to enable both problem-based learning, and peer-to-peer interaction outside of formal classes. But space guidelines for informal learning areas are limited in scope, and definition.

Progressive universities are going beyond established space provisions to provide more than the recommended allocations for informal learning space. Their students are reaping the benefits of dedicated areas to use as and when they need.

Through surveys and behavioural observations of thousands of students, this design research project compares eight new informal learning spaces in Australia, the United Kingdom and Singapore to understand the optimum balance of settings for different informal learning activities.

The spaces in this study were busy and much-loved by the students for the mix of settings available to them – quiet and sociable, individual and group, desks and lounges. And, no surprise to anyone, they want more: more space, more chairs, more tables, more power, more quiet areas, and more food options, because what they already have is so popular and over-subscribed.

While each student cohort and property portfolio is different, this presentation reveals the common themes across all of the participating institutions. These issues represent the integration of place, space, technology, acoustics, lighting, furniture and maintenance to deliver high quality ambience and practicality that allows students to do what they want and need to do in these spaces.

The session will be divided in two by a ten-minute interactive sharing session to discover what innovative strategies other universities are employing to incorporate informal learning spaces that go above and beyond the expected.

J2
Monash University: Extending learning to outdoor environments – a nine-year collaboration across masterplans, precincts and new landscapes

Jocelyn Chiew[1], Adjunct Professor Kirsten Bauer[2], [1]Monash University [2]Aspect Studios

Biography

Jocelyn Chiew is a Registered Architect, Landscape Architect, Urban Designer, sessional academic and juror, responsible for the masterplanning and design quality of Monash University's multiple Australian campuses. Jocelyn is a current Australian Institute of Architects Vic Chapter Councillor. She has led studios in urban design at the University of Melbourne since 2015 and is a member of the Monash Design Review Panel.

Kirsten Bauer is a Director of ASPECT Studios and has led award winning and significant public realm projects across Australia. She is a member of the Victorian Design Review Panel and a long-standing lecturer, juror and advisor at the University of Melbourne and RMIT University. Kirsten speaks authoritatively on contemporary landscape practice. She is an Adjunct Professor at RMIT University and is past member of the Yarra River Protection Ministerial Advisory Committee.

Abstract

Monash University's partnership with Aspect Studios commenced in 2009, with their appointment (alongside MGS Architects), to deliver the first contemporary masterplan for Monash Clayton. The Masterplan retained key elements of the original Bates Smart McCutcheon Plan of 1959, and maintained the founding vision for the campus as, 'A new type of Australian University, rather than the last of the old'. A highly successful period of implementation followed with the campus visibly transforming in response to emerging needs, goals and pedagogies. What was an inward-looking campus, is now an integrated morning to midnight public and civic entity.

ABSTRACTS

By 2017, Clayton had exceeded its 2030 growth projections, and a masterplan update was commissioned to address this and other significant contextual changes. Primary considerations included Clayton's new position at the centre of a National Employment and Innovation Cluster, a growing global outlook, and emerging ambitions around enterprise and outreach.

The presentation focuses on how big thinking has benefitted the campus experience and public realm at macro (masterplanning) and micro (project) scales, and how it positions the university for ever more ambitious collaborations and goals. From early projects including the Kenneth Hunt Garden and Monash Club, to new, innovative and emerging environments in the Clayton Southern Precinct, Victorian Heart Hospital, Monash MPavilion, Technology Education Precinct, Monash Wetlab and Biomedical Learning and Teaching Building; Jocelyn and Kirsten will provide client and consultant insights to how big ideas are being realised in the Monash context, through ever-evolving collaborations.

Clayton Southern Precinct, completed in February 2018, creates multiple outdoor learning environments. Incorporating Next Generation learning and teaching modes and informal cultural education through public art, the project tests diverse outdoor group and individual study settings. Rooted in the knowledge that people learn and socialise in various ways, and the positive correlation between natural landscape settings, learning and wellbeing, the project exemplifies big thinking realisation.

The projects have involved a diverse and broad range of stakeholders, internal and external to the university. Operational, strategic, academic, executive and government inputs have enriched these outcomes. We are excited about the future of outdoor learning environments; how they respond to, and advance, the organisation's learning, teaching and research agendas, and how they enrich the campus experience. The presentation takes the University's motto, Ancora Imparo, I am always learning, to heart and will comprise a conversational presentation accompanied by arresting visuals, with time for Q and A.

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ABSTRACTS

J3 👤
The RMIT Sustainable Urban Precinct Program – Sustainability outcomes delivered through leadership, innovation and long-term commitment.

Murray Walls, RMIT University

Biography

Murray Walls is the RMIT Project Director for the Sustainable Urban Precincts Program and the Melbourne Metro Tunnel Project Interface. With more than 30 years' experience, Murray is a leading business professional in the Property and Facility Management (FM) Industry with extensive experience gained across business development and operational roles with a number of leading national and international infrastructure service providers. Murray has been a involved in a leadership function in the successful delivery of multiple social infrastructure Public Private Partnership models prior to joining RMIT University. Murray has a Masters of Business Administration from Swinburne University of Technology.

Abstract

University campuses are vast places and often contain a mix of building stock and technologies that span decades (sometimes centuries) of development and organic growth. At face value, tackling energy efficiency in such a challenging environment can appear to be a daunting task. But there are a number of energy efficiency opportunities that are unique to the campus layouts common to most Universities that can, and should, form the cornerstone of any energy or sustainability policy.

However, delivery of these initiatives is often technically challenging and there are rarely ideal times for implementation because these complex, built environments are always operational – with critical ongoing research activities and limited scope for the downtime requirement of any upgrade.

This begs the questions;

- So, what sort of energy saving initiatives (including enabling works) would complement my campus – offering the greatest return on investment? And,
- How do I implement these initiatives in a manner that appropriately manages risk, contributes to Learning, Teaching and Research outcomes, all whilst not impacting core operations?

At RMIT we believe that the Sustainable Urban Precincts Program (SUPP) answers these questions and more. The National Energy Efficiency Council agree and have awarded the SUPP the Best Smart Energy project award in 2017.

The initiative is a $128M commitment by RMIT to kickstart the University's journey to reduce emissions from campus operations whilst improving campus conditions for our staff and students through aged asset replacement and technology upgrades.

Delivered under an energy performance contracting framework with Siemens and Honeywell, the results speak volumes to the success that has been realised. RMIT is on track to significantly exceed our emissions reduction target of 25% by 2020 (2007 baseline) – a voluntary sustainability-based commitment as a responsible corporate citizen. And this is just the start of RMIT's sustainability journey.

This Higher Education talk in a lecture format, aims to share the process that RMIT have followed to scope and deliver the SUPP, the technologies / solutions that have been installed and the savings achieved so far in the RMIT emissions reduction journey. Those attending will leave with a greater understanding of the suite of solutions commonly deployed in projects of this type, as well as some of the commercial mechanisms available to explore in support of their own efforts. Further, RMIT will explain how many of these initiatives can provide valuable Learning, Teaching and Research opportunities to the academic population.

J3 👤
Towards a Climate change resilience framework for the University of Melbourne

Dr Gerard Healey, University of Melbourne

Biography

Dr Gerard Healey is the University of Melbourne's Manager – Sustainable Campus Design. In this role he is responsible for implementing the University's ambitious sustainability plans in its built environment, as well as helping the University respond to emerging sustainability issues. One stream of work has been developing a climate change resilience framework for the University that coherently draws together climate change adaptation plans produced on major projects as part of Green Star ratings, the University's new enterprise risk management system and existing policies and processes related to weather events.

Abstract

Universities are owners of large property portfolios and have a duty of care to students, staff and visitors; consequently they manage risks related to current day weather events, amongst other things. However, the weather of the future is unlikely to be the same as the weather of the past, raising the question: how well are we managing risks when making decisions with long-term implications, such as developing new campuses or constructing new buildings?

The purpose of this presentation is to share lessons learnt in the University of Melbourne's ongoing efforts to improve its own resilience to climate change and that of the communities it engages with, including:

- Engaging staff and students for peer review of the University's adaptation efforts
- Results of a vulnerability assessment of the 1500+ mature trees at the University's Parkville Campus to rising temperatures
- Common themes from the climate change risk assessments of our Parkville Campus, Melbourne Conservatorium of Music, Western Edge Bioscience Development, New Student Precinct, and Carlton Connect projects
- Opportunities for Universities to directly increase the resilience of the communities we are in, with case studies of Melbourne's pollen / thunderstorm asthma forecasting and the Parkville campuses collaboration with the City of Melbourne to manage flooding of the Elizabeth Street Catchment.

The aim is to highlight practical opportunities for other institutions to understand and manage their own risk, and in the process increase the resilience of themselves and their communities.

J4
Creating a 'Living Campus' – Sharing information for teaching and research

Stuart Downes, Kylie Chrystal, Curtin University, Bentley, Australia

Biography

Stuart has almost 40 years' experience in the planning, development and operation of heavy Infrastructure, commencing his career in 1980 with British Rail. He has spent the last 25 years working in the University Properties sector and has also undertaken teaching roles in Facilities Management. Stuart has a range of qualifications in Electrical and Mechanical Engineering and holds a Masters in Business Administration.

Kylie specialises in environmental and sustainability reporting and is responsible for maintaining Curtin University's Green Star Communities certification. She holds a Bachelor of Science: Earth Science and a Masters in Environmental Management.

Abstract

The living laboratory as a concept has been in existence since the early 1990s, gaining momentum in 2006 with the establishment of the European Network of Living Labs.

Living laboratories are designed to take research and innovation out of the highly structured laboratory environment and create public-private-people partnerships where the public, business, government and researchers are brought together to co-create services, systems, technologies and social solutions to real-life problems, in real-life settings. At the heart of living labs is the idea that real world data must be freely accessible and integrated across multiple disciplines in order to solve technical, organisational and policy challenges.

Living laboratories have long been an integral part of the University environment, with students benefiting from targeted teaching and research projects with real world information while the University gains an opportunity to promote and innovative new technologies and create research opportunities. However, existing living labs tend to be relatively targeted and constrained, and opportunities exist to expand the concept to a campus scale – a Living Campus. The Curtin University 'Living Campus' platform has been designed to not only create accessible data but also visualise the information, educate stakeholders about the challenges faced on such a scale and communicate how these challenges are being addressed, while inviting future collaboration.

The creation of a Living Campus presents a number of challenges, including the sharing of potentially valuable data, information security and the privacy of those who reside on campus. Nevertheless, the benefits of breaking down traditional informational silos and connecting multi-disciplinary experts around the world presents untold opportunity. Campus-wide information allows planners to better model, predict and streamline decision-making, creating sustainable infrastructure networks which meet the needs of the University. The growth of the Internet of Things and collaboration across institutions provides the perfect platform for Living Campus' to thrive.

This presentation will outline Curtin University's approach to applying the living laboratory concept to utilities and key infrastructure to create a true Living Campus, and the opportunities and challenges within.

J5
Holacracy in the Swinburne Engineering Practice Academy: a journey into the practice of self-management

Dr Timothy Smith, Engineering Practice Academy, Swinburne University of Technology

Biography

Timothy D. Smith is the Operations Manager for the Engineering Practice Academy, Swinburne University of Technology, Melbourne, Australia. Timothy holds a PhD in Medicine and Information Systems from the University of Melbourne with a specialisation in complex and ill-defined systems. He has experience working in both the university and not-for-profit sectors.

Abstract

The Engineering Practice Academy at Swinburne University of Technology is pioneering a new approach to engineering education: practice-based education. This approach builds on the principles of problem-based learning and seeks to contextualise student's learning within an authentic work, or practice, environment. To enable this approach to learning, the Academy itself is structured and run as an engineering practice rather than a traditional university department. It functions as an autonomous entity with a distinct mission and vision, structure, and ways of working. Academy Associates (students) enrol in the Swinburne University of Technology Bachelor of Engineering Practice (Honours) course, but learn through their 'work' in the Engineering Practice Academy on real projects for real industry-based clients.

In designing the Academy, thought was given to the operating model that the Academy would adopt. Defaulting to the standard model of a higher-education institution was seen as not reflective of real practice, and in order to provide an authentic educational experience foe Associates, the Academy sought to adopt a different model of operating.

Ultimately, the Partners of the Engineering Practice Academy decided to adopt the Holacracy model of self-management. Holacracy enables "a lean and adaptable organization, highly effective, distributed authority and purpose driven work" (van de Kamp, 2014). Ultimately, it seeks to provide the necessary frameworks for members of entire organisations to manage themselves effectively, rather than relying on top-down management structures and centralised authority.

When truly achieved, self-management can improve employee creativity and engagement and thus overall organisational performance (Velinov & Denisov, 2017). However, the transition to self-management challenging. This presentation will chronicle the Engineering Practice Academy's transition to self-management using a slightly modified form of Holacracy and critically examine both the successes and the shortcomings in its implementation.

References

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CONCURRENT SESSION K

13:45 – 14:35

K1
How hard does your circulation work? Opportunities beyond the accommodation schedule for the EZONE UWA project

David Gulland, Hassell, Ingrid Harse, University of Western Australia

Biography

David Gulland is an Architect and Principal at HASSELL, responsible for the development of education architecture in our Perth studio. He specialises in leading teams in the design and delivery of learning environments that respond to their site, context and community. David is currently the Principal in Charge of the AUS$80m EZONE UWA project for the University of Western Australia and has more than 20 years of experience with HASSELL across a range of project types.

Ingrid Harse has a Bachelor of Architecture (UWA) and Masters of Urban and Regional Planning (University of Sydney) and has expertise in the tertiary education sector. After many years working in London, Berlin and Sydney, she returned to Perth in 2010 to work in the Strategic Design and Urban Planning section of Campus Management at the University of Western Australia.

Abstract

How hard does your circulation work?

The most innovative opportunities in education projects are often a consequence of a collaborative and agile design process that uses the initial project brief as a launch point rather than a static document. A strongly prescriptive schedule of accommodation with detailed information for task specific rooms – services, fixtures, environment, security, acoustic requirements and so on – may not be able to fully capture opportunities such as informal learning, multi-purposed circulation space or a sense of place and identity.

This combined Architect and University of Western Australia Campus Management presentation considers the AUS$80 million Faculty of Engineering and Mathematical Sciences Student Hub, EZONE UWA (currently under construction).

This project joins a new building with a re-purposed existing building and has a focus on spatial connections and integration with the rest of the UWA campus. EZONE UWA will be used as an example to explore the delivery of outcomes that were difficult to prescribe in advance of its design process.

The project will provide insight into how positive, non-benchmarked project outcomes went beyond the original

expectations without increasing the agreed project scope and useable floor area requirements. Generic allowances for circulation space, re-interpreted in innovative ways, were an important resource to address the growing demand for informal learning spaces, enhancing their capacity and accessibility.

EZONE UWA has all the formal, briefed spaces that would be expected of a progressive, 21st century learning, research and student hub facility. The project also responded to aspirations that were more difficult to quantify in advance, such as informal learning spaces linked into the site context, adaptability, inter-disciplinary collaboration and industry/ alumni/ community interactions. The project was further extended as a consequence of the design process – implicit in the project aspirations but not catered for in the schedule of accommodation – such as providing a new gateway into the campus, enhancing serendipitous interactions, using the building as an active learning tool and contributing to campus life.

In considering the agility of current briefing processes, the presentation will also draw on examples from a recent HASSELL review of projects at different universities from around the world, including changing student expectations and the ongoing evolutionary increase in the proportion of informal to formal teaching and learning space.

K2 WORKSHOP
The new academic workspace: The 'Hybrid Effect'

Amanda Harris, Deakin University, James Calder, Calder Consultants

Biography

Amanda Harris is the Manager, Workspace Transformation within the Facilities Services Division at Deakin University. Amanda has 20+ years' experience working in design, project management and space planning. She has been the client-side Senior Project Manager for Deakin's largest capital projects to date, including the design and development of significant workspace, research and teaching space buildings. Amanda's keen interest in exemplary design coupled with her detailed knowledge of project management has enabled her to deliver great spaces in practical and innovative ways. She also has a passion for user experience and stakeholder engagement which allows her to achieve best for project outcomes.

Her extensive experience working in the University sector has given Amanda a comprehensive understanding of the higher education sector and the challenges it faces.

Amanda is a certified Change Management Practitioner and holds a Bachelor of Applied Science (Construction Management).

Abstract

Universities today require a myriad of highly flexible spaces, to accommodate the ever-changing needs and demands of students, academics and professional staff. With cutting edge research spaces and teaching and learning facilities, University workspaces seem like they are trapped in a bygone era. Many campuses have attempted alternative workspace solutions such as 'open plan' and even 'Activity Based Working' (ABW) models. However, these new models have never been truly accepted by academia. New pressures such as capped funding, stresses on capital budgets and a growing intolerance of low utilisation, are now demanding a serious attempt to create a more effective and efficient academic workspace.

This presentation explores the new academic workspace and how the colliding of academic ideology with workspace design is influencing and contributing to a new approach in workspace projects at Deakin. Twelve months on from presenting 'Implementing Activity Based Work Environments within a University – The Deakin Experience' at TEMC 2017, a lot has happened in the evolution of workspace. Deakin University's, newly appointed Manager of Workspace Transformation, Amanda Harris subsequently appointed Calder Consultants to assist with a collaborative and research-based change management and user engagement approach rather than relying on the previous design-led methodology. They will share how a shift in academic workspace design is emerging, through the creation of the 'Hybrid Effect' at Deakin.

The presentation will share the journey of the development of the workspace planning framework, the change and engagement process with stakeholders, and the resulting holistic 'Hybrid Effect'. The 'Hybrid Effect' is a significant departure from the existing models that have been used. This approach has resulted in an innovative yet practical design and engagement solution that may finally provide a new model for academic workspace. These concepts will be further explored with the sharing of a number of case studies selected from Deakin's recent capital projects, with examples of the challenges and opportunities the University is currently facing as well as the expected benefits and the measures of success.

Case studies

- Greenwood Park Pilot (GWP) – a professional staff workspace for three work areas – Design Review
- Building LB – refurbishment of existing building for the Deakin Business School at the Burwood Campus
- Deakin Law School building – temporary space and a new building providing workspace, moot court and mediation rooms for the Deakin Law School.

ABSTRACTS

K3
Sustainable development – Policy, engagement, strategy and delivery

Jason Ah Sam, Emma Connan, Deakin University

Biography

Jason leads infrastructure development for Deakin University's 3 regional campuses, with an expected $400 m in capital projects to be delivered over the next 5 years. With 35 years in the engineering and construction industry Jason has a wealth of experience in project planning, initiation and delivery. His philosophy of embedded sustainability aligns with Deakin's focus on sustainable development and applied learning from undergraduate through to collaborative commercial partnerships with research connectivity.

Jason is a member of the leadership group of Infrastructure Futures and a member of the University Sustainability Committee.

Emma has worked at Deakin since 2001 and has been leading sustainability since 2015. In that time, Emma has developed a new vision for sustainability and driven initiatives that has led to Deakin being a sector leader in this space. Emma leads the Sustainability Steering Committee and is a member of the Future Proofing Geelong Advisory Board.

Abstract

Sustainable development has been widely discussed over a number of years in the University built environment and in the broader community and commercial built environment sphere. Industry has developed numerous standards and tools that are used as the means to inform, guide and measure the implementation of sustainability initiatives, these are well established, applied and understood by many industry practitioners.

In the University context application of commercially generated and adopted standards such as Greenstar ®, NABERS, Wells or Passivhaus can be difficult as the drivers are different in the commercial space and the need to demonstrate achievement of compliance against a standard is not the primary reason behind the application.

In 2017 Deakin University Council endorsed sustainability as a core Deakin value "We will care about our shared future, integrating economic, environmental and social dimensions of sustainability in all we do". This presentation will focus on how this value is embedded in the built environment through policy, engagement, strategy and delivery of capital and other projects undertaken by the University.

Successful implementation of sustainable development requires a holistic approach that includes policy formation, community engagement, strategy development and project initiation, planning and delivery.

The implementation must in itself be sustainable, unless there are achievable, tangible and measurable benefits that can be translated into real terms and real outcomes success is limited to a paper based outcome.

The presentation will discuss the development and implementation of Deakin University's Sustainable Built Environment Principles and as case studies current projects that Deakin University are undertaking at our Waurn Ponds campus, these include Renewable Energy Microgrid, Future Economy Precinct and Integrated Water Management.

The importance of providing measurable and communicable results to the broader University community is paramount. The presentation will include implementation of our reporting and communication tool, Kinesis, and how this contributes to changing behaviours and the use of our buildings amongst staff and students.

Cross Unit collaboration has been a significant feature of the success of our sustainable development to date including collaboration with research and academic areas of the University as well as professional staff.

K4
Patterns of recruitment of academic leaders to Australian universities and implications for the future of higher education

Dr Susan Loomes[1], Associate Professor Grace McCarthy[1], Associate Professor Alison Owens[2]

[1]Kent Institute, [2]Australian Catholic University

Biography

Dr Susan Loomes has been working in higher education for over 20 years gaining extensive experience across the sector. Specifically, she has wide-ranging experience in international education and has presented at national and international conferences on topics such as intervention and retention strategies, student welfare and enhancing the student experience. Susan doctoral research was on the recruitment and selection of senior academic leaders in Australian universities. She has an earned reputation for fostering and leading a positive organisational culture and a climate of customer service excellence.

Associate Professor Alison Owens has over twenty years of teaching and academic/research leadership experience in Australian Universities. She has researched and published widely in academic journals, books and conferences. Alison holds dual PhD qualifications in Education and Creative Arts. She has taught University courses in education, communications and social research methods and has a special interest in internationalisation of education and curriculum.

ABSTRACTS

Abstract

This paper reports on research conducted to understand key factors impacting on the recruitment and selection of senior academic leaders in Australian universities. Australian universities make a significant contribution to Australian society in providing high quality learning and teaching that prepares graduates to meet the needs of industry while also generating new knowledge through research, development and innovation. In addition to these traditional contributions to Australian society, universities now make a direct contribution to the economy representing 1.5 per cent of Australia's GDP and, through international sector earnings alone, contributing $18.2 billion to the Australian economy as the third largest export and largest service export (Universities Australia, 2016). Further, universities employ approximately 120,000 people (Universities Australia, 2016) and are often the largest employer in regional areas. Hence, the sustainability of the higher education sector is critically important for the Australian economy and the overall community. As Australian universities operate in an increasingly competitive, business-like and dynamic environment, it is imperative that high calibre senior academic leaders with the knowledge and experience to successfully navigate this context are appointed. A key finding emerging from this research of senior academic leadership recruitment processes in eight Australian universities was an increasingly heavy reliance on executive search firms. This reliance is driven by a range of factors including an aging and contracting pool of potential academic leaders, growing competition domestically and internationally and the declining attractiveness of academia as a sustainable career in the context of increased casualization of academic labour. Concurrently, workforce planning and succession planning have not hitherto been high priorities for universities. As a result, Australian universities are finding it increasingly difficult to recruit senior academic leaders without the assistance of executive search firms. This has implications for ensuring a sustainable, competitive and high quality higher education sector for Australia. This presentation shares research findings, conclusions and questions arising that are relevant to the future of Australian higher education.

K5
Liberal arts students of the future: Yale-NUS College in Singapore

Dr Navin Rajagobal, Yale-NUS College, Singapore

Biography

Dr. Navin Rajagobal is Director, Academic Affairs, Office of the Executive Vice President (Academic Affairs) in Yale-NUS College in Singapore. The College, a partnership between Yale University and the National University of Singapore (NUS), aims to reinvent liberal arts and sciences education for an increasingly complex and interconnected world. Dr. Navin oversees the College's academic administration, registry and research professionals. He is also concurrently the College's Head of Studies for the Double Degree Programme in Law and Liberal Arts and Senior Lecturer in the Global Affairs Major. Dr. Navin received his Ph.D. from Monash University and his B.A. (Hons) from the University of Tasmania.

Abstract

Our world is becoming more complex and more interconnected every day. Technology and connectivity is expanding exponentially. The international order most of us are familiar with is fragmenting rapidly. As a result, what is now taught in the classrooms may very soon become outmoded.

How can institutions prepare our students for the current and future world? How do we nurture the leaders of tomorrow, who are both skilled and thoughtful, who are both global and local, and who can easily navigate both culture and science?

This presentation will discuss Yale-NUS College's attempt to address the above questions by redefining liberal arts and sciences education, including how the College's campus is designed specifically to support an interdisciplinary and broad-based education, and how the College's 4-year residential degree programme merges a common curriculum with specialized majors and experiential learning.

ABSTRACTS

CONCURRENT SESSION L

14:40 – 15:30

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L1
A new campus typology: Permanent 'pop up' architecture, a catalyst for change? Macquarie University Campus Redevelopment

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Marina Carroll and Luke Johnson, Architectus, Dr Tanya Rose, Macquarie University

Biography

Dr. Tanya Rose has been working in higher education in the United States and Australia for over 15 years, both as an academic and in professional roles. Her experience has ranged from research to policy to professional development and support and she has worked across sectors, including at major universities as well as in the private and non-profit sectors.

Luke Johnson is a principal as Architectus who has worked throughout Australia and Europe on transport infrastructure, education, science, health, office, arts and cultural projects.

He is guided by the concept of 'place' and the value of 'belonging' and strives to incorporate the physical environment and social context within his work.

Marina Carroll is a senior associate at Architectus. She's focused on the process of co-creation and believes that working closely with clients, users, consultants and contractors leads to truly creative and innovative outcomes.

Abstract

Enabling works were traditionally seen as a necessary evil of delivering large complex projects, within live campus environments. Sunk costs, band-aid solutions that would 'make do' until the new and permanent development was complete.

So why do millennials love Macquarie University's three most recent temporary projects?

Is it because temporary architecture can fly under the radar of arduous signoff processes and unanimous approvals? Is it because they are often low cost, light, lyrical and relaxed? Is it because they offer the opportunity to experiment and do things differently – after all it's only temporary!

Or is it just the appeal of the ephemeral – be the first to post, tweet, share, 'gram, or upload before it goes!

Macquarie University with Architectus is embarking on a $350 Million redevelopment of their campus centre. Three 'enabling' projects have been completed; The Temporary Campus Commons, the living laboratory at MAZE and The Temporary (now permanent) Incubator.

These projects span workplace, student space, industry engagement and retail but all designed with a limited lifespan.

C7a MAZE

Architectus has transformed 6000 m2 of Macquarie University's Building C7A into a temporary staff and student hub. Incorporating three floors and the original campus library, the design expands and challenges current paradigms for tertiary environments, and takes occupants out of their comfort zones with new ways of working and interacting. A test bed for new ideas with a 5-year lifespan.

The Temporary Campus Commons

The 2100 m2 Campus Common was conceived as a temporary event and retail space located along the central North-South spine of Macquarie University and necessitated by the need to decant student services from an existing building nominated for near-term renewal. The temporary nature of the Campus Common project drove the need for a considered end to end architectural response with the potential to adapt and re-use elements in other future developments.

The Temporary Incubator

The Macquarie University Incubator was born from a complex mesh of creative constraints – limited time, brief, budget and even limited permanency. The 1400 m2 is the most hotly contested space on campus – but why? Originally to be disassembled, it has now become a permanent fixture with a waiting list for tenancy!

We'll explore what we've learnt from the success of these temporary projects and how we're looking to adopt these learnings into the next phase of 'permanent' architecture. What can other universities learn from their success and can temporary architecture be the catalyst for lasting change?

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L2
Strategic directions in campus planning & design: A series of case studies

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Meaghan Dwyer, John Wardle Architects

Biography

Meaghan is a Principal at John Wardle Architects and a member of TEFMA. Meaghan has partnered with many universities to design and deliver projects across several states of Australia. Her experience spans a wide range of project types – libraries and learning centres, art galleries, schools of art and architecture, scientific research buildings and buildings for the visual and performing arts. In each case she and the team at JWA have created contemporary learning settings that are deeply connected to place, and fondly adopted as a part of everyday university life.

ABSTRACTS

Abstract

This presentation will outline a diverse range of built environment solutions that various Australian universities have implemented in response to the shifting demands of higher education. The audience will benefit through gaining a high-level appreciation of different approaches to campus planning and design, and procurement through a series of case studies of recent projects undertaken by John Wardle Architects.

1. There appears to be a trend for universities to invest in flexible centralised facilities with a view to creating vibrant settings that keep students on campus for longer, and in mixed discipline settings. An added benefit is the optimal utilisation of facilities.

   Caulfield library Refurbishment and Learning and Teaching Building, Monash University

2. There appears to be a trend for universities to concentrate the activity of university life in fewer locations, with a view to enhancing the student experience and the presence of the university in the city. An added benefit is the efficiencies gained through consolidated land holdings and reduced operational costs.

   City Campus, Victoria University

3. There appears to be a trend for universities to locate certain faculties, schools or research institutes in related precincts in view of deeper engagement between teaching, research and industry.

   Institute for Marine and Antarctic Studies, University of Tasmania

   Melbourne Conservatorium of Music, University of Melbourne

4. There appears to be a trend for universities to partner with allied research organisations through co-developing shared facilities, with a view to deepening engagement between teaching research and industry.

   Victorian Heart Hospital, Department of Health and Human Services, Monash Health and Monash University

5. There appears to be a trend for universities to relocate to inner urban areas with a view to enhancing their presence in the city and achieving deeper engagement with community.

   Hobart Campus, University of Tasmania

6. There appears to be a trend for universities to establish mixed use innovation precincts associated with existing campuses with a view to deepening engagement between teaching research and industry. This is perhaps particularly evident for where universities have large land holdings that offer significant development potential.

   Greater Curtin Stage 1, Curtin University

Each case study will articulate key drivers, touch upon procurement methodologies, and where relevant describe built outcomes.

L3
The New Melbourne Conservatorium of Music – World Class Music Education and Sustainability

Jeffrey Robinson, Aurecon and Russell Vicary, The University of Melbourne

Biography

Jeff is Aurecon's Global Sustainability leader. He is a passionate advocate for the design and renovation of Sustainable Buildings. He helped design many leading ESD buildings in Melbourne and overseas Jeff is a GS & LEED AP, a NABERS Assessor, a WELL Building Faculty member, a member of the PCA's Victorian Sustainability Committee, A member of the Victorian and South Australian Design Review Panels and an Alternate Member of the Victorian Heritage Council.

Luke Flanagan is a project manager at the University of Melbourne and has worked at the university's Southbank campus for the past 5 years delivering a new art museum, a new home for the School of Art and the new Melbourne Conservatorium. Luke has a strong interest in sustainable building design and project managed Australia's first research green roof at the Burnley campus in 2012 and earlier this year acted as Manager – Sustainable Campus Design

Abstract

The University of Melbourne is building a new Conservatorium where music, in all its forms, can be studied and mastered. It is a world class facility that produces world class musicians and prepares them for a career in a complex and ever-changing environment.

The University of Melbourne has made ambitious commitments to lead and act on sustainability in everything they do including a commitment to be carbon neutral by 2030.

The University set ambitious requirements for the project to deliver a world class acoustic, and best practice sustainability within a fixed project budget. This has been achieved, and this engaging presentation will tell the story of the MCM from both the Clients and Designers perspective including

- How the exacting acoustic requirements for MCM helped deliver a well-insulated airtight building

- How by designing sustainably for an acoustic exacting environment, the mechanical systems incorporate low air velocities and pressure drops which contributes to low energy usage

- How the Conservatorium was designed as an all-electric building with no gas being used in order to help meet the University's carbon neutral goal

- How the building supports the health and wellbeing of the students and staff and helps to build active and engaged communities amongst students and the local community
- How a large PV array has been integrated in an aesthetic manner
- How the project team was able to integrate a technically onerous functional brief with the green star framework
- How the university uses its leading Green Star projects to help inform its approach to planning new Green Star rated buildings and how the project relates to the University's Sustainability Plan

Following the presentations, it is proposed that sufficient time is allowed to answer questions from the audience and to share the experience of other Universities who have similar sustainability objectives.

L4
Activating innovation in university marketing: the Uniwise story

James Armit, RMIT University, Kirsten Emes, Monash University

Biography

James and Kirsten met when they were managing schools in the College of Business at RMIT in 2013. With similar professional backgrounds in UK and Australian universities, a shared concern for the student experience and a tendency to be disruptive, they joined the RMIT Activator entrepreneurship program and developed the Uniwise concept in 2017.

Uniwise is a course comparison website that allows prospective students to search and compare courses. Uniquely, it features reviews from current and former students to give real insight into the student experience to empower prospective students to choose the course that is right for them.

ABSTRACTS

Both experienced leaders in the sector, with a strong commitment to professional development, James and Kirsten presented on service culture and student experience at TEMC in 2015 and support innovation in the sector through their current roles at RMIT and Monash.

Abstract

Choosing the right course to study at university is a difficult and dangerous task. The financial risks are high, the market is crowded, the products undifferentiated. Beyond the glossy brochures, slick advertising campaigns and a plethora of league tables it can be difficult to find the answer to one simple question: what is it actually like to study?

In a world where you can buy a car, choose a place to live or book a round-the-world trip armed only with a smartphone, the presenters asked two big questions: why isn't there a Trip Advisor for universities? And can we build one?

This presentation explores how collaborating with the right people and adopting an entrepreneurial mindset led to the creation of a website that will change how students give feedback on their experience and how this will empower prospective students in choosing a course that is right for them.

In 2017 the RMIT Activator was launched with a mission to help students, staff and alumni learn enterprise skills, innovate alongside industry and innovation experts and launch new businesses.

The presenters pitched their idea and were invited to join the Activator's first residency to develop a working prototype to take to market, with support from entrepreneurship experts, design partners, business coaches and the Activator community.

As a result, the presenters launched Uniwise, a search, compare and review site for Australian MBA courses in April 2018.

This presentation follows the journey from idea to implementation, exploring the key lessons, insights and relationships that shaped the development of the business.

It also examines how those insights have informed the presenters' practice in their professional roles and promotes entrepreneurial thinking as a key skill set for leaders in the sector to develop.

L5
Capturing the diversity dividend – Is there more we can do to promote workplace diversity and inclusiveness?

Stella Vasiliadis, The University of Sydney

Biography

Stella Vasiliadis is the Executive Officer, Faculty of Health Sciences at the University of Sydney. She provides high-level advice to the Dean, leads and oversees strategic planning and projects, and manages the Faculty governance processes and practices. Stella has 25 years' experience in leadership, strategic, education-, research- and human resources-related roles within the higher education sector.

Previously as General Manager in Learning and Teaching Unit at the University of New South Wales, Stella oversaw the delivery of services and business support for the program administration, administrative operations, human resources (including WHS compliance), budget/finance, IT support and web administration, facilities, and communications for the Unit. Stella is passionate about creating and supporting an inclusive culture and teams where individuals can thrive and grow, and contribute positively to the team, the faculty and the university. She has a strong interest in strategic planning and applying a continuous improvement approach in work environments.

Abstract

With increased globalisation, workforce mobility and the diverse and multicultural workforce of Australia, universities should be doing more to encourage workplace diversity and capture the "diversity dividend". The "diversity dividend refers to the additional benefits resulting from effective diversity management, such as enhanced creativity and innovation, reduced workplace conflict, lower absenteeism and turnover and superior teamwork skills" (Skalsky & McCarthy, 2009, p. 1). The promotion and management of workplace diversity is critically important given that Australian universities are so reliant on international student revenue, international research collaborations, and need to cater for an increasingly diverse student and staff population.

There is a growing body of evidence that indicates there are immense benefits for universities (and organisations) embracing workplace diversity; this can lead to improved work productivity, increased engagement and satisfaction, and competitive advantages (SHRM, 1995 cited in Green, López, Wysocki, Kepner, Farnsworth, & Clark, 2015; Pollitt 2005, cited in Skalsky & McCarthy, 2009).

However, one must recognise that there are many challenges associated with managing workforce diversity, including issues of conflict and prejudice from those who resist social inclusivity, communication problems and in some instances, lower employee satisfaction (Skalsky & McCarthy, 2009).

Despite Australia having one of the most culturally diverse populations, why aren't we capitalizing on the "diversity dividend"? How can we move beyond awareness raising and diversity programs and initiatives? In this Higher Education presentation, the presenter will provide a definition of workplace diversity; we will examine some of the evidence around workplace diversity in Australian universities; discuss the pros, cons and challenges; and together explore some approaches for promoting workplace diversity. Participants will be encouraged to share their thoughts, strategies and practical tips on how to create an inclusive work environment. As expressed by Saxena (2014) "people are different in not only gender, culture, race, social and psychological characteristics but also in their perspectives and prejudices" (p. 76). Given that workplace diversity covers a broad spectrum, this presentation will focus predominantly on cultural and gender diversity.

This presentation falls under the theme of Transformational Leadership and creating organisations that are visionary and responsive to our society. Managing workplace diversity means leaders have to recognize and value individuals' differences, and support an inclusive work environment, which in turns creates inspiring and motivated teams.

Keywords: diversity, inclusion, multicultural, cultural diversity, gender equity

E-Displays

USQ People Capability Framework

Brett Johnson, University of Southern Queensland, ATEM

Biography

Brett Johnson is the Organisational Strategy and Capability Manager at the University of Southern Queensland. With a diverse background in public service spanning Australia and Canada, he is committed to creating space for people to learn, grow, and achieve results. Brett is currently a member of the ATEM Queensland Region Committee and the Queensland Region representative on the ATEM National Professional Development Committee. He holds a Master of Leadership (Monash), a Graduate Certificate in Executive Coaching (Royal Roads), a Graduate Certificate in Business (Monash), and a Bachelor of Science with Distinction (USQ).

The University of Southern Queensland (USQ) has implemented a People Capability Framework. Created in response to the current pressures on the University and Higher Education Sector in general, and with a focus on supporting the strategic objectives of the University, the Framework describes the six key capabilities required to be developed by all employees (professional and academic) in support of outstanding performance.

Abstract

The Framework has three components. The University's core values of Respect, Integrity, and Excellence form the foundation of the Framework.

Building out the Framework are four leadership levels: Leading Self; Leading Others; Leading Leaders; and Leading Organisation. These leadership levels were chosen, as opposed to strict hierarchical levels, in order to embed the notion that every employee at USQ is a leader and that one's leadership is commensurate with the scope, complexity, influence, and intent of one's position in the University.

The third component of the Framework are the key capabilities. The six capabilities are: Think Strategically; Engage People to Build Positive Relationships; Strive for Performance Excellence; Show Courage, Resilience, and Adaptability; Leverage Emerging Technologies; and Shape the Future.

The aim of the e-poster is to build awareness of the framework, and highlight the way leadership at all levels is central to development conversations at the University. As such, the e-display fits the conference theme of Transformational Leadership.

Creative administration is not an oxymoron

Benedict Ciantar, RMIT University, College of Business

Biography

Benedict is an experienced administrator who has worked in the education sector for almost 20 years. He has worked with a variety of student groups, both locally and on a global scale. He has also co-written and presented a paper at the 7th National Men's Health Conference, Adelaide (2007), and has published several fiction pieces.

Abstract

In writing circles, it is said that you can't edit a blank page. This expression explicates the distinction between writing and editing and is used primarily to help get writers out of a block and put their ideas on the page. It is also a reminder that an expression of an idea is, in the first instance, never perfect and needs refinement. The expression is designed to take the pressure off, to remove any artificial constraints the writer may have constructed in order to unleash the idea for later analysis.

So what has this talk of creativity got to do with administration? Creativite ability is not normally listed as a key selection criteria. Certainly for the layperson, standard conceptions of administration evoke images of spreadsheets, forms, piles of bulging files and rows of office workers staring robotically at computer monitors. For the large majority of us working in university administration, this might not be too far from the truth. Office configurations may have changed to promote collaboration, and tools with which we undertake our work are becoming more sophisticated, but quite often the fundamental skills and processes that enable us to perform our duties remain unchanged. As a result, teamwork, processes and job satisfaction can suffer. How do we change this? Is there opportunity within the administrative space for creativity? What forms might it take?

In this talk I will provide some working examples of how our existing routines can be disrupted in order to open up a space for the creative mind. I will apply this 'creative disruption' to a variety of circumstances and demonstrate that there are many more choices that promote creativity within our working days that we might realise. I will draw on a number of examples, such as the physical spaces in which we meet, the ways in which we collaborate in teams and with our stakeholders, and the ways we solve a multitude of complex problems.

Working within a large and complex organisation presents us with a range of constraints. But constraints, like editing, are second-order concerns. The idea comes first and we should promote, at every opportunity, that our staff use their creative minds to provide innovative and engaging solutions to today's complex problems. The client will benefit, and we will certainly be more engaged and satisfied.

Collaboration as a tool for change

Cassie Yap[1], Benedict Ciantar, RMIT University, College of Business

Biography

Benedict Ciantar, Coordinator, Program Delivery Services, RMIT University: Benedict is an experienced administrator who has worked in the education sector for almost 20 years. He has worked with a variety of student groups, both locally and on a global scale. He has also co-written and presented a paper at the 7th National Men's Health Conference, Adelaide (2007), and has published several fiction pieces.

Cassie Yap, Project Coordinator, RMIT University: Cassie has worked within the Tertiary Sector for the past 8 years. She is currently working in the College of Business, Academic Services Unit in the Projects Team.

Abstract: As the student population grows and processes, and the tools to document processes, become more numerous and complex, administrative teams run the risk or working in silos. The risk with silos is misalignment across schools and faculties and, ultimately, inequities between the student populations. How do we overcome these ways of working? What are the best practices for (re)designing and implementing processes and (re)connecting teams?

Abstract

Timetabling and class scheduling was identified as a pain point within the College of Business. In order to identify the key factors contributing to the misalignment of timetabled classes and class scheduling (setting up classes for enrolment) we identified and consulted with stakeholders to map out the current processes for timetabling and class scheduling, and identified opportunities for process improvement.

Our findings showed that there was no clear end-to-end process owner. This resulted in an overlap of responsibilities in the data gathering process, which lead to multiple versions of the same information. Additionally, the lack of a clearly documented governance structure lead to poor communication of timetable and class scheduling changes, which resulted in a misalignment between the timetable and enrolment systems. Ultimately, this caused an increase in student enquiries and poor student experience.

This presentation will demonstrate how we collaborated with stakeholders to redesign the end-to-end class scheduling and timetable process in order to improve staff and student experience.

E-DISPLAYS

Working Together to Transform Our Processes Using Smartsheet

Ms Catherine Cheong¹, Miss Madelaine Sandall1

¹RMIT, Melbourne, Australia

Biography

Catherine has worked within Higher Education for the past 6 years at ACU, Monash University and RMIT. She is currently working at RMIT in the College of Business overseeing the Assessments team managing completion of students, exams, results and academic progress.

Madelaine is an experienced manager and leader who has worked within academic services for 17 years across institutions within the UK and Australia. Experience expands across all cohorts from vocational to postgraduate, both locally and on a global scale.

Abstract

Aim: To showcase how collaboration and creative thinking using technology resulted in the transformation of processes.

Summary: Technology in Higher Education requires the ability to be agile and ready to adapt to the needs of our ever-changing student body. This isn't always possible when all parts of the University are fighting for system upgrades and new systems. As administrators our hands are often tied in bringing in system improvements and are required to manage processes the best we can with what is available to us. This case study highlights how we collaborated with stakeholders across the University and sought out our own solutions in taking the opportunity to change the way we work through easy to use technology.

Inspired through attendance at TEMC conference in 2017 to find a solution to one of our processes that causes the most headaches which was Unsatisfactory Academic Progress. An opportunity was identified by the Academic Services Unit through collaboration with another team in the University when introduced to a new system called Smartsheet. The team identified a number of processes which would benefit through a move to Smartsheet with the process which had the largest impact identified as Unsatisfactory Academic Progress.

The team took a collaborative approach in introducing this new Unsatisfactory Academic Progress process which previously required at least five hard copy pages per student with three signatures of approval required for exclusion. Through consultation with stakeholders including Schools, Academic Registrars Group and the Student Union, the process moved to Smartsheet which incorporated an online workflow for approvals that were generated automatically through the system settings. The result of this was that the process became entirely paperless and held up as a model of good practice by our stakeholders, with a view to now working with other stakeholders across the University to roll this process out further. Through this small opportunity that was presented to us we were able to establish stronger working relationships, transform our processes and take control of shaping the way we work with technology.

The Why Factor: students at the centre of service re-design

Sam Baker¹, Teresa Thai¹, Nicole Jurgens¹, Lauren Zanker¹

¹University of South Australia

Biography

Meet the trio who are dedicated to empowering students and ensuring the best study experience in the enabling education sector. Based in UniSA College at the University of South Australia, Lauren Zanker, Nicole Jurgens and Teresa Thai are committed professional staff who, between them, have over 20 years' experience in tertiary education.

Lauren is the Academic Services Officer whose mission is to deliver quality customer service for students with a particular passion for making enrolment as user friendly as possible. Nicole as Coordinator: Student Orientation & Transition is responsible for ensuring students settle in to their new lives as College students and when students complete that they transition to University degrees with ease. Teresa as Coordinator: Student Success has an all-encompassing responsibility for ensuring that unnecessary pain points are addressed throughout the student lifecycle and that well-designed student communications, administrative processes and experiences springboard student retention and success long term.

Abstract

In the face of an increasingly competitive and fiscally challenging environment, the UniSA College Professional team had a big idea to improve student experience, retention, and success – a service revolution that had students firmly in the centre. We committed to ensuring an exceptional student experience from pre-arrival, to orientation, and beyond, leveraging our existing resources and without compromising on quality.

The UniSA College professional team needed to look outside the box. We researched successful and vibrant industries outside of the Higher Education sector to understand the innovative ways used to deliver and reinvent services or programs in competitive and constantly changing markets. This is when we discovered the 'why factor', Simon Sinek's concept of the Golden Circle, and experienced our first 'aha' moment.

As the previous Head of UniSA College would always say. People buy 'why' you do things not 'what' you do.

We applied the simple concept of the 'why factor' to UniSA College and our approach to service delivery where it has yielded powerful results.

So, what was our why?

At UniSA College we believe that everyone should have the opportunity to access higher education and be supported to reach their full potential.

How we do this is by designing and fostering an environment that supports an individual's growth and capacity for agency while breaking down barriers of disadvantage. We focus on supporting students with a variety of tech-enabled, on-demand simple solutions which remove unnecessary administrative barriers and increase choice. Looking at how we increase efficiency and value in line with our 'why'.

What we do is provide high-quality enabling education services, resources and programs. The College decided to challenge the status quo, and ourselves, to improve what we do by focusing on three processes for 2018: pre-arrival, enrolment and orientation.

This journey will be presented through a digital poster showing how we applied the concept of the golden circle to our processes, what difference this made to how we do things, and the fantastic outcomes and benefits for our students.

We will also demonstrate how simple but effective the process can be, and get everyone thinking and developing their own golden circle – bringing about change in a fiscally challenging environment where it is more important than ever to hold on to your 'why'!

Deakin University through the years

Kartina Bahari, Deakin University

Biography

Kartina Bahari is the CAD Systems Administrator from Deakin University. She is responsible for maintaining the University's Drawings Management and Geographic Information System, Campus Infrastructure's Mapping and Building Identification and Location Management for the built environment for the facilities across all four Deakin campuses. Before being employed at Deakin, Kartina was a student at Deakin completing Bachelor of Design (Architecture) and also a Master of Architecture degree holder. During her spare time, she enjoys running and sketching digital portraits. Digital poster link: *https://1drv.ms/v/s!Avz1K_oD1VCziii9dCvggoLxnOVc*

Abstract

The last decade in the University sector has seen a tremendous change in the design of teaching and university spaces. Deakin University is continually innovating and evolving teaching and learning experience whilst keeping ahead of pace with built environment designs. This video showcases the teaching and university spaces at Deakin over the last 20 years.

E-DISPLAYS

The AUT Edge Award: Ensuring success beyond the classroom (video)

Anna Williams, Auckland University of Technology

Biography

After a successful career in the recruitment industry — including leadership roles for some of the most well-known names in the sector — Anna joined the Auckland University of Technology (AUT) where she is currently Director of Student Employability. Within this role Anna is responsible for driving the strategic direction and execution of careers and employability strategies and programmes at AUT, a University rated 5 QS Star for employability.

As head of the Employability and Careers team, Anna leads a wide range of initiatives designed to support student to become a highly employable and well-rounded AUT graduates. These include both physical and virtual spaces for students to learn employability skills, as well as an extensive programme of events and the AUT Edge Award, a formal acknowledgement of a student's completion of challenges relating to volunteering, leadership and employability activities.

Abstract

The AUT Edge Award, first launched in April 2016, is a challenging award completed by 67 graduates in the first 18 months, but with around 1200 currently enrolled.

The award, open to any enrolled student, challenges and rewards a students' journey by formally acknowledging their involvement in volunteering, leadership and employability activities.

In addition, the award also includes a personal reflection, completed after all other requirements are met. The reflection is formally assessed by AUT staff and acts as a personal consideration of the effort involved in the award itself.

The reflective task helps ensure students can communicate to others – including prospective employers – what they have achieved while doing the award. Upon completion of this final challenge, students are presented with their award by the Vice-Chancellor at a ceremony prior to graduation. The award is also acknowledged on a student's academic transcript.

The AUT Edge Award story highlights the valuable connection between a student's learning and the activities and events they participate in during their student experience. It provides an excellent example of an innovative programme delivering great results to ensure students gain more than qualifications during their university experience, that they gain work-ready skills and the confidence to know the value they can add to future employers.

The award is a tangible outcome of the desire to ensure that all students have the opportunity to broaden their networks and gain the necessary skills to become more than just graduates – that they become great graduates – ready to work and in demand by employers here and around the world.

Outcomes of the AUT Edge Award to date include:

- 15,000 volunteer hours in a diverse range of service roles, both within the University and with external organisations in the community.
- Around 7,000 registrations to AUT workshop sessions and more than 7,200 to Employer presentations.
- More than 5,800 leadership hours recorded by participants in the programme, including the leadership of student clubs on campus, captaincy of sports teams, participation in the student ambassador programme and more.

Additional information

The 60-second promotional video created to launch the award
https://www.youtube.com/watch?v=79TlsUJsmhk

Article on the inaugural 14 AUT Edge Award graduates
https://careerhub.aut.ac.nz/students/news/detail/160/edge-award-graduates-acknowled

December 2017 Graduation Ceremony
https://employability.aut.ac.nz/post/november-17/life-changing-aut-edge-award

Unexpected Gains from AUT Edge Award
https://employability.aut.ac.nz/post/unexpected-gains-from-aut-edge-award

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