



2012 The Right Blend

Innovation & Transformation

TEM©

Handbook

Adelaide Convention Centre
16–19 September 2012

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Inspire a shared vision,
Challenge the process,
Enable others to act,
Lead the way.



Construction

- _ Capital
- _ Development
- _ Parking
- _ Retirement

Contents

WELCOME	4
2012 TEMC ORGANISING COMMITTEE	5
WELCOME FROM ATEM & TEFMA PRESIDENTS	6
ASSOCIATION INFORMATION	7
CONFERENCE & GENERAL INFORMATION	9
PROGRAM	12
KEYNOTE SPEAKERS	24
Khoa Do	25
Dr Bob Bontrager	27
Dorte Kristoffersen	28
Phillip Adams	29
Adam Spencer	29
SOCIAL PROGRAM	32
Conference Events	33
TEFMA Events	34
ATEM Events	35
SPONSORS & EXHIBITORS	36
CONFERENCE ABSTRACTS	50
Monday 17 September	51
Concurrent Session A 1100 – 1150	51
Concurrent Session B 1155 – 1245	56
Concurrent Session C 1345 – 1435	64
Concurrent Session D 1440 – 1530	70
Tuesday 18 September	75
Concurrent Session E 1100 – 1150	75
Concurrent Session F 1155 – 1245	82
Concurrent Session G 1345 – 1435	89
Concurrent Session H 1440 – 1530	95
Wednesday 19 September	101
Concurrent Session I 1030 – 1120	101
Concurrent Session J 1125 – 1215	107
Concurrent Session K 1345 – 1435	112
POSTER PRESENTATIONS	119

TEMC



Welcome



Dear Colleagues

Welcome to TEMC 2012 and to the City of Adelaide. I cannot imagine that there is any body in a role in a higher education institution that is not experiencing a significant amount of change in the way they operate.

External factors around quality of research and teaching, removal of the cap on student intakes, the impact on institutions of the reduction in international student in recent times, the impact of the evolvement of information technology in the pedagogy and its cost for facilities managers just to pick a few are requiring managers of infrastructure and people to innovate and transform the way they operate.

The link between places and spaces that are the realm of the facilities managers and the opportunities or limitations that places and space imposes on the activities of teachers, researchers, students is well known. Accordingly this joint conference of the TEFMA and ATEM Associations provides the perfect opportunity of shared understanding, networking, exploring concepts and ideas across a wide number of institutions and functional responsibilities.

I encourage you to engage strongly with the sessions you attend and with your colleagues. There are over 600 people here and you are bound to go home with a new idea, a new contact or an opportunity to explore new thinking. There is a saying that you get out of something what you put in that is very much true of conference like this so it is up to all of us to make this the best experience for ourselves and the collective.

We have a great range of topics being presented here and a diverse range of key note speakers so much so that inevitably you will be unable to go to all of the sessions that interest you, the presentations will be put on the web after the conference and I urge the presenters to make them available for the greater good.

It can be a bit cool and windy in Adelaide this time of the year but that is just another reason for enjoying the great food and wine that this state has to offer, there is great diversity in offering in both cuisine and price within walking distance of this facility and our conference information has provided just a hint of the opportunities that will appeal. It can also be warm and fine with spring in the air so take the opportunity to get out and walk around the city or along the river promenade.

As was the case last year the traditional speakers gift has become a donation to the Smith Family charity and I am pleased to support that donation again and thank the speakers for supporting this initiative.

I hope you enjoy the conference the city that surrounds the location, make the most of the opportunities presented at the conference, meet new people and generally enjoy yourselves at the TEMC 2012.

A handwritten signature in black ink, appearing to read 'David Banks', with a stylized flourish at the end.

David Banks Convenor

Director, Buildings and Property, Flinders University

2012 TEMC Organising Committee

David Banks Convenor
Director, Buildings and Property
Flinders University

Mark Moses Sponsorship Committee Chair
Manager, Maintenance
Flinders University

Jessica Raeburn Social Committee Chair
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University of Adelaide

Louise Seaman Program Committee Chair
Manager: Human Resources, Division of Business
University of South Australia

Dominic Marafioti TEMC Steering Committee Representative
Campus Facilities Manager
University of South Australia

Judy Szekeres Sponsorship Committee & Executive Officer
College Director and Principal
South Australian Institute of Business and Technology

Rachel Guyatt Finance Chair
Division Accountant, Division of Business
University of South Australia

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- Free for ATEM members

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www.lhmi.edu.au

LH Martin Institute



Association for Tertiary
Education Management



Welcome From ATEM & TEFMA Presidents

We are delighted to welcome you to the 2012 TEM Conference – “The Right Blend”. This year our Conference will explore the importance of professionals supporting and managing the sector, from new and bold approaches to innovation which drive our processes and systems, to the transformative importance of superior leadership and management. Not only are we transforming our workplaces, but also transforming our nations.

In 2012, both TEFMA and ATEM are focusing on enhancing their professional associations and their importance in the changing tertiary sector environment.

The importance of a professional association such as ATEM has never been more relevant. Many tertiary institutions are major employers running multifaceted, multidisciplinary and multi-national enterprises, with very large and imposing budgets, so the importance of professionalism cannot be understated.

ATEM is excited about the direction it is taking in 2012. This year for the first time, ATEM introduced a series of awards to highlight examples of best practice. The most popular category was innovation. Nearly one quarter of all applications came in for this category, showing how relevant the theme of this conference is. We hope you will join us for the awards presentation on the Monday evening of the Conference.

ATEM, together with the L H Martin Institute, will launch the new online Emerging Leaders and Managers Program (eLAMP), a series of four online modules, whose content is available free to ATEM members.

ATEM is also encouraging tertiary providers to take out premium membership which allows for 20 corporate members, a real indication that tertiary institutions are taking professionalism seriously. Six institutions have already made the switch.

TEFMA is the leading association for the promotion and support of excellence in the management and development of the built environment within the Australian and New Zealand tertiary education sectors. TEFMA is in a unique position to connect thousands of facilities and property specialists across Australia and New Zealand, to identify and communicate best practice in the Tertiary Sector. Throughout the year, TEFMA has been working on a new and exciting engagement strategy for

its membership which will assist with information sharing and innovation across the sector. TEFMA is now focused on the development of world leading best practice guidelines and an online tool for benchmarking and information sharing.

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

On behalf of ATEM and TEFMA, we would like to thank the Conference Organising Committee and Leishman Associates for their commitment and dedication in getting this event together over the past two years. This is all voluntary work by the Committee members, whom have met on a monthly basis to steer us towards what will be a fantastic Conference. We can never underestimate the time and effort that it takes to run a tremendous Conference which TEMC 2012 promises to be.

We trust you will enjoy your time in the beautiful city of Adelaide and find the 2012 TEM Conference interesting, challenging and valuable.



Darren McKee
TEFMA President



Stephen Weller
ATEM President

Association Information

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.

ATEM looks to promote best practice in the industry and this year has initiated the first ATEM/Campus Review Awards for Best Practice in Tertiary Education Management. We hope that this will become an important tradition for ATEM.

Together with this, ATEM and the LH Martin institute for Leadership and Management will be launching our new on-line credentialling program. The online component will be free to ATEM members and we hope to see many people take this opportunity to advance their careers in our profession.

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 about 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.

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A N D
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Long time Business Partners of TEFMA / TEMC we are proud to again sponsor the 2012 TEMC Conference in Adelaide.

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Conference & General Information

ACCOMMODATION

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

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

ADDITIONAL TICKETS: CONFERENCE SOCIAL PROGRAM

The Welcome Reception and Conference Dinner are included in the cost of a full conference registration. Additional tickets for these events *may* still be available at a cost of \$100 for the Welcome Reception and \$160 for the Conference Dinner. Check with staff at the registration desk if tickets are still available.

ATM'S

There is one ATM in the Adelaide Convention Centre; this is located in Foyer G. The next closest ATM is at the casino located next door to the centre alternatively there is an ATM located across the road in the convenience store.

CONFERENCE NAME BADGES

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

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

ATEM	RED
TEFMA	ORANGE
GUEST SPEAKER	GREEN
DELEGATE	BLUE
SPONSOR	PALE PINK
EXHIBITOR	YELLOW
ORGANISING COMMITTEE	HOT PINK
CONFERENCE MANAGER	PURPLE
MONDAY DELEGATE	WHITE WITH BLUE WRITING
TUESDAY DELEGATE	WHITE WITH RED WRITING
WEDNESDAY DELEGATE	WHITE WITH BLACK WRITING

DINNER SEATING

Seating and table allocation for both the TEMC Dinner on Wednesday 19 September (included in full registration) and the TEFMA Dinner on Monday 17 September will be by way of sticker allocation, as in previous years.

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

All delegates registered to attend the TEFMA Dinner will receive a **PINK** sticker to be placed on the sheets near the registration desk. These sheets will be available from Sunday and will be taken down at the end of lunch on Monday.

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

DRESS

Dress throughout the day is smart casual or informal business.

EMERGENCY MEDICAL CARE

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

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ENTRY TO CONFERENCE SESSIONS

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

INTERNET ACCESS

Wireless internet will be available throughout the conference venue for the duration of the conference. To access please connect to the Adelaide Convention Centre site and use the following username and password. If you have trouble connecting please see the staff at the registration desk.

Username – TEMC2012

Password – Adelaide

MESSAGES

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

MOBILE PHONES

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

PARKING

The Adelaide Convention Centre have parking available 24 hours a day in either of its two car parks. Early bird parking is available from \$11 per day with a maximum parking fee of \$24 per day.

For more information on parking please see the registration desk staff.

PHOTOGRAPHS, VIDEOS, RECORDING OF SESSIONS

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

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

REGISTRATION DESK

The Registration Desk is located in the foyer of the Adelaide Convention Centre. 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 16 September	11.00am – 5.00pm
Monday 17 September	7.30am – 5.00pm
Tuesday 18 September	6.45am – 5.00pm
Wednesday 19 September	8.00am – 5.00pm

SMOKING

The Adelaide Convention Centre and all other conference venues are non smoking venues – however guests are allowed to smoke outside or in designated areas.

SPEAKERS AND SPEAKERS PREPARATION ROOM

All speakers should present themselves to the Speakers Preparation Room, located on the ground level of the Adelaide Convention Centre at least 4 hours before their scheduled presentation time, to upload their presentation.

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

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

SPECIAL DIETS

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

TEMC APP

For the first time we have created a mobile web app for TEMC. It will allow you to use your smartphone or tablet onsite to easily:

- access session details, speaker bios, maps, etc.
- network with other attendees
- take notes on sessions
- submit comments and questions
- receive news alerts
- check out the sponsors and exhibitors
- view the conference program.

Firstly, we would like you to enhance your profile on the app. Go to the app link on your computer: **temc.mobi**, login with your email address, click **attendees** and **edit my profile**. You can add a photo, information about yourself and a link to your LinkedIn profile and other social media.

Then, to access the app on your smartphone/tablet simply enter the link again, **temc.mobi** into the address bar of your smartphone/tablet's browser. Be careful not to put it in the Google search box.

You can add the link as a bookmark or an icon to your homescreen for easy access anytime you need it.

If you're on an iPhone/iPad simply press the + or the box with arrow at the bottom of your screen and select **add icon to home screen**.

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

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

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

TEMC 2012 FUNNY MONEY

This year the conference will be running a TEMC Dollars and Silent Auction promotion. Each exhibitor has been given over \$6,000 in TEMC money to give out to delegates as they see fit. The amount they give you will depend on your interest in their product or service. For example if you sign up to a service or order product you will be rewarded.

The money you earn can be used to bid on silent auction items and live auction items that will be displayed throughout the conference at the registration desk which have been donated by the sponsors and exhibitors.

For the silent auction please place your bid by the end of morning refreshments on Wednesday (1030 Wednesday 19

September) with the winning bidders announced during the lunch break. Live auction items will go up for auction in the closing session of the conference, Wednesday 19 September at 1615.

Place your bid and you could take home some fabulous prizes. Remember only bid up to the amount of TEMC Dollars you have.

THE SMITH FAMILY

TEMC 2012 along with ATEM & TEFMA are proud to be supporting the Smith Family. In 2012 session and keynote speakers will not receive gift. Instead a donation will be made on their behalf to the Smith Family.



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The Smith Family is a national, independent children's charity committed to helping disadvantaged Australian children by unlocking opportunities through education and learning.

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

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

Today, TSF is making a significant investment in this future and has made a commitment to grow the number of students in Australia. Growth of the program is only restricted by funding. The support of TEMC 2012 will play a pivotal role in assisting TSF to achieve this goal.

DISCLAIMER

The 2012 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 changes to an absolute minimum.

CONFERENCE MANAGERS

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PROGRAM



SUNDAY 16 SEPTEMBER

0900	TEFMA BOARD MEETING Meeting Room 1 Adelaide Convention Centre	
0900	ATEM COUNCIL MEETING Brookman Building, B4-07 UniSA, City East Campus	
1100 – 1700	REGISTRATION DESK OPEN Due to the Welcome Reception being off-site the registration desk will close promptly at 5.00pm	
1700 – 2100	WELCOME RECEPTION Buses will depart for the Welcome Reception from 1645, please assemble at the front of the Adelaide Convention Centre at 1645	

KEY – Presentations highlighted

ATEM
Focus

TEFMA
Focus

TEFMA & ATEM
Focus

TEMC

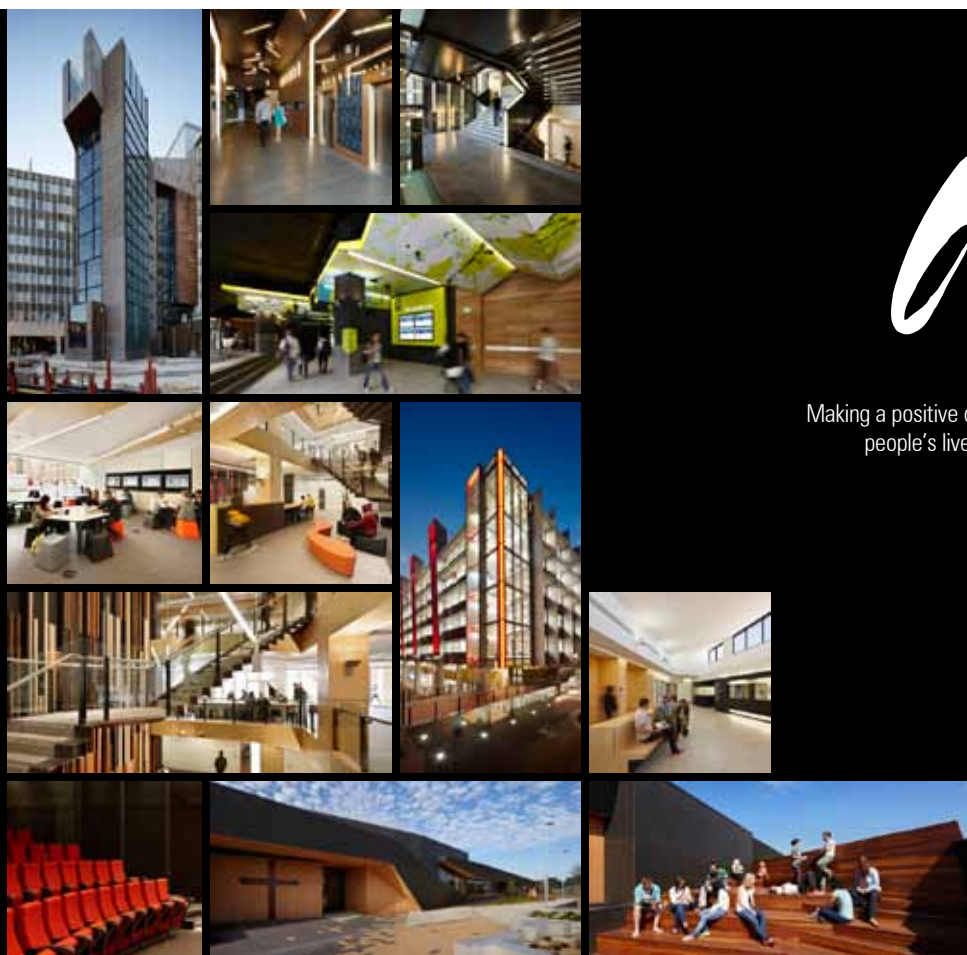


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MONDAY 17 SEPTEMBER

0700 – 1700	REGISTRATION DESK OPEN	
0830 – 0845	INTRODUCTION & HOUSEKEEPING BY MC IAN DOYLE	
0845 – 0905	GREETINGS FROM COUNTRY	
0905 – 0915	OPENING COMMENTS David Banks Chair of the 2012 Tertiary Education Management Conference	
0915 – 0925	GOLD SPONSORS SPEAKEASY <i>Woods Bagot & Wilde & Woollard</i>	
0925 – 0930	SPONSORS SPEAKEASY <i>Lyons</i>	
0930 – 1030	KHOA DO Film Director, Screenwriter, Philanthropist and Young Australian of the Year 2005 In Great Obstacles Lie Great Opportunities	
1030 – 1100	MORNING REFRESHMENTS Trade Exhibition, Halls F & G	
1030 – 1100	FIRST-TIMERS, NEW MEMBERS AND INTERNATIONAL GUESTS RECEPTION Foyer F	

CONCURRENT SESSION A

1100 – 1150

SESSION 1 HALL A ATEM 2011 Ian Chubb Scholarship A Comparative Study of the Methods & Purpose of Professional Development Activities. <i>Barbara May</i>	SESSION 2 HALL B TEFMA Room Assessments Tools for Strategic Asset Management! <i>Sam Ragusa</i>	SESSION 3 HALL C STUDENT Student Success: Delivering Through Partnership <i>Joanne Scarbrough</i> <i>Elizabeth Bishara</i>	SESSION 4 HALL D PEOPLE How do we Assess the Impact Sessional Staff Have on the Student Experience? <i>Sarah Wood</i> <i>Susan Mate</i>
SESSION 5 HALL E LEADERSHIP Learning to Lead: Mind Games for Middle Managers <i>Sheryl Morgan</i>	SESSION 6 ROOM 1 ENVIRONMENT Furniture Reuse Sustainability and Cost Effectiveness <i>Paula Sorbello</i>	SESSION 7 ROOM 2 FACILITIES Transforming the Library into an Iconic Student Center at Waikato <i>Tony Dicks</i>	SESSION 8 ROOM 3 TECH/BRAND From Public to Private – The Shifting Sands of Higher Education <i>Judy Szekeres</i>



CONCURRENT SESSION B

1155 – 1245

SESSION 1 HALL A ATEM Peter Karmel Travel Award Constituent Management from First Enquiry to Alumni a Comparative Study of Best Practice Across a Range of American Unis & Institutions. <i>Jennifer Ritson</i>	SESSION 2 HALL B TEFMA Maurie Pawsey Recipient Managing Crisis and Beyond – An International Perspective <i>Mark Dorian</i>	SESSION 3 HALL C STUDENT The University of Adelaide Hub Central a Visionary Approach to Student Centered Learning <i>Kendra Backstrom</i> <i>Mariano De Duonni</i>	SESSION 4 HALL D PEOPLE Floods, Faculties and Successfully Surfing the Waves of Change. <i>Jo Allbutt</i> <i>Martin McCarron</i>
SESSION 5 HALL E TECH/BRAND The Right Blend of Administrative Management <i>Cathy Comber</i>	SESSION 6 ROOM 1 ENVIRONMENT Building Sustainable Outcomes into Projects of all Sizes – a Simple Approach <i>Hilary Bekmann</i>	SESSION 7 ROOM 2 LEADERSHIP A New Student Experience for Gen Z and Beyond – RMIT University's New Swanston Academic Building Project <i>Carey Lyon</i> <i>Darren McKee</i>	SESSION 8 ROOM 3 FACILITIES Transforming Automotive Skills Training <i>Stephen Turner</i> <i>Mark Freeman</i> <i>John Nicholas</i>

LUNCH 1245 – 1345

Trade Exhibition, Halls F & G

Hames
Sharley

CONCURRENT SESSION C

1345 – 1435

SESSION 1 HALL A LEADERSHIP The Academic Support Systems Project (ASSP): A Case Study <i>Lorraine Rhind</i>	SESSION 2 HALL B TEFMA TEFMA International Strategic Partners	SESSION 3 HALL C STUDENT The First Year Experience: A UWS College Perspective <i>Eva Ing</i> <i>Susan Channells</i>	SESSION 4 HALL D PEOPLE From Administrivia to Engagement: Lessons in Participative Management & Employee Productivity at the ARC Centre of Excellence for Climate System Science <i>Simone Purdon,</i> <i>Stephen Gray</i>
SESSION 5 HALL E FACILITIES Building Information Modeling (BIM) and its Role in Facilities Management. <i>Simon Moyes</i>	SESSION 6 ROOM 1 ENVIRONMENT The Light at the End of the Tunnel of Change: A Blend of Opportunities for a Transformed Future <i>Sharon Carlton</i> <i>Joanne Austin</i>	SESSION 7 ROOM 2 ATEM Published and Be Dammed <i>Ian Dobson</i>	SESSION 8 ROOM 3 TECH/BRAND Technology/Brand Delivering the Right Blend for Practice-Based Research <i>Champa De</i>

CONCURRENT SESSION D

1440 – 1530

SESSION 1 HALL A Leading Professionals in Australasian Tertiary Education <i>Linda McKellar</i>	SESSION 2 HALL B Transforming the Way That Contracts Are Managed to Create Sustainable Outcomes. <i>Ross Mitchell</i>	SESSION 3 HALL C Centralised Faculty Student Services: is it Possible to Offer an Enhanced Student Experience & Maintain Connection with Faculty Stakeholders? The Sequel! <i>David Donnelly</i>	SESSION 4 HALL D Academics Never Retire: An Opportunity for Innovation and Transformation <i>Giles Pickford</i>
SESSION 5 HALL E Does the Campus Matter? <i>Chris Alcock</i> <i>John Holm</i> <i>Peter Joyce</i>	SESSION 6 ROOM 1 The Ingkarni Wardli Building, The First 6 Star Green Star Education V1 Project <i>Shane Esmore</i>	SESSION 7 ROOM 2 Published and Be Dammed Continued <i>Ian Dobson</i>	SESSION 8 ROOM 3 Are QR Codes Useful to Increase Response Rates for Online Surveys? <i>Romain Miroso</i>

1530 – 1600	AFTERNOON REFRESHMENTS Trade Exhibition, Halls F & G	
1605 – 1700	HAMILTON WILSON Architect and Managing Director, Wilson Architects A Design Approach to Pedagogical Planning. From Classroom to Cafe: Connected Learning Environments	
1700	CLOSE OF DAY 1	
1800	ATEM AWARDS NIGHT University of South Australia, Kerry Packer Gallery	 Association for Tertiary Education Management 
1900	TEFMA AWARDS DINNER National Wine Centre Buses will depart from the Adelaide Convention Centre at 1845.	  

0645 – 1700	REGISTRATION DESK OPEN	
0700 – 0900	ATEM BREAKFAST AND MEMBERS FORUM Hall B, C	 
0700 – 0900	TEFMA BREAKFAST AND AGM Hall A, D	 
0915 – 0925	WELCOME TO THE DAY AND HOUSEKEEPING	
0925 – 0930	SPONSORS SPEAKEASY Campus Living Villages	
0930 – 1025	DR BOB BONTRAGER Senior Director of Consulting and Strategic Enrolment Management Initiatives for the American Association of Collegiate Registrars and Admissions Officers The Brave New World of Strategic Enrolment Management	
0925 – 1035	SPONSORS SPEAKEASY Hindmarsh	
1035 – 1100	MORNING REFRESHMENTS Trade Exhibition, Halls F & G	 PAUL MORGAN ARCHITECTS

CONCURRENT SESSION E
1100 – 1150

SESSION 1 HALL A LEADERSHIP Looking for the Magic! <i>Susan Hudson</i> <i>Tanya Rubin</i>	SESSION 2 HALL B FACILITIES Innovation and Transformation in Asset Performance Assessment Ensuring the Right Blend of Asset Management Strategies <i>Johann McDuling</i>	SESSION 3 HALL C STUDENT Culture Change to Support a Positive Student Experience <i>Ruth Pring,</i> <i>Natalie Downing</i>	SESSION 4 HALL D PEOPLE University Management: A Strategic Orphan? <i>Maree Conway</i>
SESSION 5 HALL E LEADERSHIP The Right Blend? A Shared Services Model at Monash, Reflecting on our First Year <i>Joel Chibert</i> <i>Connie Mogg</i>	SESSION 6 ROOM 1 ENVIRONMENT Campus as Sustainability Research Classroom <i>Su Wild-River</i>	SESSION 7 ROOM 2 FACILITIES Next-Generation Learning Environments <i>Sue Wittenoom</i>	SESSION 8 ROOM 3 TECH/BRAND Creating a New Teaching Space: Team Based Learning Lab <i>Himendra Ratnayake</i>

CONCURRENT SESSION F

1155 – 1245

SESSION 1 HALL A Salad Days for an Academic Library <i>Margaret Ruwoldt</i>	SESSION 2 HALL B Designing the Vision: The Role of the Design Competition in the Delivery of University Buildings <i>Andrew Hutson</i>	SESSION 3 HALL C Investigating the Impact of a Three – Way Collaborative Support Model on the Student Experience at the University of the Sunshine Coast <i>Johanna Einfalt</i>	SESSION 4 HALL D University Staff: Do we Have the Right Blend? <i>Ian Dobson</i>
SESSION 5 HALL E Strategic Readiness in the Higher Education Sector <i>Lionel Newman</i> <i>John Viljoen</i>	SESSION 6 ROOM 1 Hong Kong Academy: Integrating Sustainability into a High Performance School <i>Tai Hollingsbee</i>	SESSION 7 ROOM 2 Innovation and Transformation in the Adaptive Re-Use of University Facilities <i>Geoff Street</i>	SESSION 8 ROOM 3 Virtual Incredible Science Day at The University of Auckland <i>Linda Thompson</i> <i>Rebekah Holmes</i>

LUNCH 1245 – 1345
Trade Exhibition, Halls F & G



CONCURRENT SESSION G

1345 – 1435

SESSION 1 HALL A UK HE in Transition in a Changing World: An Institutional Perspective on Transformations at the University of Huddersfield in Interesting Times <i>Nigel Phillips</i>	SESSION 2 HALL B Managing Challenges to Successfully Deliver the 6 Star Tyree Energy Technologies Building at The University of New South Wales <i>Gregory Hanna</i>	SESSION 3 HALL C When Information from the Coal Face Falls on Deaf Ears. <i>Tracey Hanson</i> <i>Lyndal McCulloch</i>	SESSION 4 HALL D Strategy in an Uncertain Future <i>Nick Bruse</i> <i>Tony Inglis</i>
SESSION 5 HALL E The Risks and Rewards of University Building Adaptation <i>Claire Moritz</i> <i>Stewart Mann</i>	SESSION 6 ROOM 1 Education Futures: University Grads Don't Make the Grade <i>Georgia Singleton</i> <i>Kenn Fisher</i>	SESSION 7 ROOM 2 Establishing and Fostering Communities of Practice <i>Sally Newton</i>	SESSION 8 ROOM 3 'How Energy Efficient is our Campus?' <i>Paul Compton</i>

CONCURRENT SESSION H 1440 – 1530	
SESSION 1 HALL A Transforming Your New Team – Challenges and Rewards <i>David Bruce</i>	SESSION 2 HALL B Best Practice Funding Provisions for the Maintenance & Renewal of Uni Assets (Building & Infrastructure) – A Review of the Study Undertaken for TEFMA, 2011 <i>Richard Kerr</i>
SESSION 5 HALL E Timetable Modeling: The Innovative Space Planning Tool – Addressing the Need to Balance Benefits and Risks <i>John Pryzibilla</i> <i>Tom Sankey</i>	SESSION 6 ROOM 1 Developing Energy Targets for Education Laboratories <i>Tim Dean</i>
	SESSION 3 HALL C The Right Student Experience: Is the Grass Greener? Support for the Student Experience in Ontario, Canada. <i>Kathryn Blyth</i> <i>Don Reid</i>
	SESSION 4 HALL D Years in the Making: The Introduction of a New Staff Appraisal <i>Lucienne Tessens</i> <i>Rod Dewsbury</i>
	SESSION 7 ROOM 2 What Can Research into Leadership in Student Support & Development Services in Australian Universities Tell Us About Leading Professional Teams? <i>John Swinton</i> <i>Joanna Peters</i>
	SESSION 8 ROOM 3 Institutional Performance Indicators in a Two-Speed Economy <i>Phillip Bell</i>
1530 – 1600	AFTERNOON REFRESHMENTS Trade Exhibition, Halls F & G <div>  <p>PAUL MORGAN ARCHITECTS</p> </div>
1600 – 1610	ATEM SPEAKEASY <div>  <p>Association for Tertiary Education Management</p> </div>
1610 – 1615	SPONSORS SPEAKEASY <div>  </div>
1615 – 1710	COMMISSIONER DORTE KRISTOFFERSEN TEQSA TEQSA: A New Regulatory Agency for Australian Higher Education
1710	END OF DAY 2
1730 – 1930	EXHIBITORS AND SPONSORS FUNCTION Panorama Suite, Adelaide Convention Centre (This is an invitation only function)
1900	ATEM GHOSTS DINNER Naval, Military and Air Force Club of South Australia

WEDNESDAY 19 SEPTEMBER

0700 – 1700	REGISTRATION DESK OPEN	
0845 – 0855	WELCOME TO THE DAY AND HOUSEKEEPING	
0855 – 0900	SPONSORS SPEAKEASY Capital Insight	 CAPITAL INSIGHT Feasibility & Planning • Delivery Property Advisory • Project Strategy
0900 – 0950	PHILLIP ADAMS Broadcaster, filmmaker, author, archaeologist and controversialist.	 CAPITAL INSIGHT Feasibility & Planning • Delivery Property Advisory • Project Strategy
0950 – 1000	TEFMA SPEAKEASY	
1000 – 1030	MORNING REFRESHMENTS Trade Exhibition, Halls F & G	 campus living villages

CONCURRENT SESSION I 1030 – 1120

SESSION 1 <small>LEADERSHIP</small> HALL A Innovative Approaches, Systems and Resources for University Policy Review <i>Brigid Freeman</i>	SESSION 2 <small>FACILITIES</small> HALL B Supporting Education Through Effective Life Cycle Management <i>Donald Macdonald Peter Lockett</i>	SESSION 3 <small>PEOPLE</small> HALL C It's the Culture, Stupid! Up in the Clouds with Technology <i>John Swinton Janine Walker</i>	SESSION 4 <small>PEOPLE</small> HALL D Faculty Manager Survey 2012 <i>Tony Heywood</i>
SESSION 5 <small>FACILITIES</small> HALL E Collaboration + Support = m² Project <i>Christina Coleiro and Members of the m² Project Team</i>	SESSION 6 <small>ENVIRONMENT</small> ROOM 1 Current Research Facility Projects in WA and the NT <i>James Edwards</i>	SESSION 7 <small>LEADERSHIP</small> ROOM 2 A Conference Especially for Professional Staff! Who Would have Thought!!! <i>Kim Nemetz Tanya Rubin</i>	SESSION 8 <small>TECH/BRAND</small> ROOM 3 Collaborative Approaches to Developing International Education <i>Giles Brooker</i>

CONCURRENT SESSION J 1125 – 1215			
SESSION 1 HALL A The Right Blend: At the Interface of Innovation and Transformation in Higher Education <i>Jane Fernandez</i>	SESSION 2 HALL B High Performance Buildings in a Non-linear World <i>Nick Bamford</i> <i>Shu-Hsin Soong</i>	SESSION 3 HALL C Learning Opportunities A Partnership, Connecting Learning with Projects <i>Gary Rasmussen</i>	SESSION 4 HALL D Engaging Employees Through Innovative Learning Strategies <i>Lorraine Denny</i> <i>Deb Tetley</i>
SESSION 5 HALL E Beyond the Oracle: Divining and Describing the Contributions of Professional Staff to Student Outcomes <i>Carroll Graham</i>	SESSION 6 ROOM 1 A Centre for Future Learning <i>Robert Lustri</i> <i>Brian Phillips</i>	SESSION 7 ROOM 2 The Right Blend: Creating a Successful Leadership Development Program for Heads of School <i>Tony Brown</i>	SESSION 8 ROOM 3 Integrating Cleaning and Waste Management Services = Innovation @ ECU <i>John Hayes</i>
LUNCH 1215 – 1345 Trade Exhibition, Halls F & G		 campus living villages	

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POSTER DEFENCE 1345 – 1345
Trade Exhibition, Halls F & G Halls F & G




CONCURRENT SESSION K 1345 – 1435

SESSION 1 HALL A LEADERSHIP Are We There Yet? A Journey of Organisational Change Kathryn Lowry Simon Behenna	SESSION 2 HALL B FACILITIES Innovative Sports Precinct Master Planning Brett Lavale	SESSION 3 HALL C PEOPLE Navigating Design Change in the Academic Workplace Jo Dane Sarah Ball	SESSION 4 HALL D PEOPLE More Than the Sum of its Parts: Bringing Together the Diversities of an Educational Working Environment. Sophie Hayman
SESSION 5 HALL E LEADERSHIP The Innovation Model: How to Advance a Good Idea Carol Harding	SESSION 6 ROOM 1 FACILITIES Global Change Institute Innovative Thinking to Transform the Role of Buildings Mark Roehrs	SESSION 7 ROOM 2 FACILITIES The Condition Assessment: More than just Making a List Peter Lennon	SESSION 8 ROOM 3 FACILITIES Residential Assets – The Problem we Had to Have Stephen Butt

1435 – 1500	AFTERNOON REFRESHMENTS Trade Exhibition, Halls F & G	
1500 – 1555	ADAM SPENCER Media Personality Learning and Life Lessons	
1555 – 1600	SPONSORS SPEAKEASY	
1600 – 1615	LAUNCH OF TEMC 2013	
1615 – 1630	TEMC EXHIBITORS AND SPONSORS AUCTION	
1630 – 1645	CONFERENCE CLOSE AND THANK YOU	
1830	CONFERENCE GALA DINNER Buses will depart for the dinner venue from the Adelaide Convention Centre promptly at 1830	

THURSDAY 20 SEPTEMBER

0930	TEFMA INCOMING BOARD MEETING Meeting Room 1, Adelaide Convention Centre	
1000 – 1530	POST CONFERENCE CAMPUS TOUR Please assemble outside the Adelaide Convention Centre at 0945	

PROGRAM
WEDNESDAY 19 SEPTEMBER

TEMC



KEYNOTE SPEAKERS





**KHOA
DO**

**Film Director, Screenwriter,
Philanthropist and Young
Australian of the Year 2005.**

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Khoa Do is a film director, screenwriter and teacher who has had extensive experience working with the most disadvantaged in our community, inspiring them and guiding them to incredible success. Khoa's belief is that everyone on a team, no matter what their background or experience, is extraordinarily gifted, and our goal is to help others to realise their true potential.

In the past ten years, Khoa has specialised in working with marginalised communities, including at-risk and homeless youths, former convicted prisoners and refugees of many nationalities. In 2002, a group of young kids in Cabramatta, South Western Sydney, had come to a welfare centre seeking help. One was homeless, sleeping in refuges and in McDonald's play areas, another was a shy Aboriginal young man who never spoke a single word, another a long-term drug addict, and another was an accused criminal currently on parole. None had ever finished high school.

Two years later, they were all AFI Award nominees, walking the red carpet opposite Geoffrey Rush, Naomi Watts and Cate Blanchett. Hear their extraordinary story, and how Khoa harnessed their talents and abilities to make an internationally acclaimed film, which became a true lesson in teamwork, motivation and inspiration.

Khoa's own amazing story – arriving in Australia as a refugee on a tiny fishing boat crammed full of people to becoming the 2005 Young Australian of the Year is a journey of courage, resilience and hope amidst incredible opposition. Growing up in the western suburbs of Sydney, Khoa recalls going to school with sticky-taped shoes and coming home to find out that their electricity had been cut off because the family couldn't afford to pay the bills.

In 2004, he was the youngest film director in Australian history to be nominated for an AFI Award for Best Director. Over the years, he has received many awards for his work in the community and with young people – Young Vietnamese Australian of the Year Award 2000, Young Citizen of the Year Award 2001 and the Young Australian of the Year Award 2005.

IN GREAT OBSTACLES LIE GREAT OPPORTUNITIES



HAMILTON
WILSON

Architect & Managing
Director, Wilson Architects
Adjunct Professor in the
School of Architecture –
University of Queensland
B.AppSc., B.Arch. (Hon), FRAIA

Hamilton Wilson, an adjunct professor in the School of Architecture, University of Queensland and Managing Director of Wilson Architects his interest in learning spaces began with the redesign and reworking of all the University of Queensland libraries in the period of 1995–2002 and continued with a two year ALTC funded research project with the University focusing on next generation learning spaces through a pedagogy, space, technology framework. The practice is now undertaking it's own critical research of learning spaces with the employment of a Doctor of Anthropology researcher.

Wilson Architects has worked in most states in Australia working predominantly in the tertiary education sector specialising in learning and laboratory spaces. Hamilton brings a unique perspective to learning spaces as both an architect and researcher – well designed environments leveraged off years of empirical rigor.

A DESIGN APPROACH TO PEDAGOGICAL PLANNING. FROM CLASSROOM TO CAFE; CONNECTED LEARNING ENVIRONMENT

The challenge for facilities managers and architects of learning spaces is that change has been rapid with much difficult to implement rhetoric. As universities develop more new flexible learning spaces they are presented with many challenges. How do these spaces augment existing spaces? What is the critical mass of these spaces to allow for productive timetabled access by academics and students? What size cohort should these spaces support? And most importantly what will it cost in both infrastructure as well as human resources. Much of what is known about teaching and learning space and its various cost centres has been developed over the past 100 years. What was an efficient model in the past (i.e. lecture to many and smaller tutorials) often does not fully engage the learner today. Space is either under-utilised or oversubscribed. This presentation begins a conversation and discusses new ways of thinking about the overall teaching and learning ecosystem and presents a tested roadmap to Universities in how they can enable change.

There are three areas the presentation will explore.

Building a common language around describing learning
Space – The metrics Wilson Architects developed for improving the briefing, design, staff training, and post occupancy evaluation of learning spaces enable a more seamless procurement of space.

Pedagogical Mapping – Strategies to better map learning space within the campus as a student centric model.

Cost vs learning outcomes – Next generation learning spaces can develop better engagement for the student but is there also an economic advantage in this re-evaluation of space. At face value next generation learning spaces appear expensive but our research indicates that in fact their development may in fact be an economic imperative.



DR BOB BONTRAGER

Senior Director of Consulting
and Strategic Enrolment
Management Initiatives for
the American Association
of Collegiate Registrars and
Admissions Officers

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Bob Bontrager is Senior Director of Consulting and Strategic Enrolment Management Initiatives for the American Association of Collegiate Registrars and Admissions Officers (AACRAO). He has 25 years of experience in enrolment management at all types of institutions, with particular expertise in strategic planning, recruitment, marketing, financial aid, institutional budget strategies, and transfer programs. Most recently as Assistant Provost for Enrolment Management at Oregon State University, Bob's leadership resulted in a 40% increase in enrolment, including increases in the academic and diversity profile of the student body.

Dr Bontrager has contributed to the ongoing evolution of the strategic enrolment management profession in the U.S. and abroad as a frequent conference speaker, workshop presenter, consultant, and contributor to the SEM literature. He recently edited two books, *SEM and Institutional Success: Integrating Enrolment, Finance and Student Access* and *Applying SEM at the Community College*. His work has extended to a number of international locations, including Australia, Canada, Kazakhstan, Mongolia, Syria, and the United Arab Emirates.

Prior to his work at Oregon State, Bontrager served as Vice President for Enrolment Management at Eastern Mennonite University in Virginia and was Assistant Registrar at Arizona State University. He earned his Master of Counselling degree and Ed.D. in Educational Leadership & Policy Studies at Arizona State University. He earned his bachelor's degree at Goshen College, Goshen, Indiana.

THE BRAVE NEW WORLD OF STRATEGIC ENROLMENT MANAGEMENT

Strategic Enrolment Management, or SEM, offers a framework for establishing enrolment goals and managing institutional changes required to achieve those goals. SEM came into practice in the United States in the mid-1970s as a means of responding to demographic shifts and the resulting negative impact on enrolments at American colleges and universities. Since then, SEM has evolved into a framework for addressing not only enrolment goals, but a wide array of financial and operational challenges across institutions. Combining elements of strategic planning, institutional policy, business practices, and technology utilization, SEM has proven to be a powerful catalyst for helping institutions and their students attain new levels of efficiency, effectiveness, and success.

DORTE
KRISTOFFERSEN

**Commissioner
Tertiary Education Quality and
Standards Agency (TEQSA)**

Dorte Kristoffersen has held executive and senior positions in educational quality assurance agencies around the world since 1992. Prior to her appointment as a Commissioner she was Vice-President for Policy and Research with the Accrediting Commission of Community and Junior Colleges under the Western Association of Schools and Colleges (ACCJC, WASC) in the United States. Prior to that appointment she was the Deputy Executive Director of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ).

From 2004 to 2007 Dorte was an Audit Director with the Australian Universities Quality Agency (AUQA). She came to AUQA from a position as Deputy Director and Director of Development at the Danish Evaluation Institute (EVA).

Dorte has been a member of several European evaluation agency boards and institutional review panels, and she has chaired several reviews of quality assurance agencies. She has participated in numerous European projects related to the Bologna Process and has been active in international quality assurance networks, including being an elected board member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and the Asia-Pacific Quality Network (APQN).

Dorte holds a Master of Business Administration, Intercultural Communication and Languages from Copenhagen Business School, and is a certified Assessor in the Business Excellence Model.

TEQSA: A NEW REGULATORY AGENCY FOR AUSTRALIAN HIGHER EDUCATION

The presentation will provide an overview of TEQSA's objectives and functions, including its responsibilities in relation to ESOS and the National Code, and how TEQSA is positioned in the Australian higher education regulatory framework. The presentation will also provide information on how TEQSA uses the higher education standards framework and applies its regulatory principles in the development and implementation of its regulatory and quality assurance responsibilities.



PHILLIP ADAMS

Broadcaster, filmmaker,
author, archaeologist and
controversialist

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Broadcaster, filmmaker, author, archaeologist, controversialist, social commentator and satirist, Phillip Adams was elected one of Australia's 100 National Living Treasures in the inaugural poll conducted by The National Trust. In October 2006 a poll conducted by Professor Richard Nyall of Curtin University among 200 senior academics to define 'the top forty most influential Australian intellectuals' had Adams equal third with Noel Pearson.

Writing in The Monthly, Robert Manne says Adams is: 'The most remarkable broadcaster in the history of this country.'

For almost 50 years his columns in major newspapers and magazines have provoked discussion and outrage. He is the author of over 20 books that have sold over a million copies, including The Unspeakable Adams, Adams Versus God, The Penguin Book of Australian Jokes, Retreat from Tolerance, Talkback, A Billion Voices and Adams Ark. Melbourne University Press published his most recent book, Adams Versus God: The Rematch in 2007.

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ADAM
SPENCER

Media Personality

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Adam Spencer began his career in radio by winning the Triple J Raw Comedy championship in 1996. From there, Adam became a casual presenter, and eventually took over the coveted breakfast time slot, hosting from 1999–2004. A consummate learner, Adam holds a first class honors degree in Pure Mathematics and has an immense interest in science. These passions lead Adam to hosting the ABC program QUANTUM and FAQ from 1998 to 2001. Adam has been a regular guest on the Channel Ten's GOOD NEWS WEEK Debate series, ABC's THE GLASSHOUSE and THE FAT. In 2003 Adam hosted HIT & RUN for the Foxtel's Comedy Channel.

Adam's other outstanding achievements include being voted 'Best Speaker in the World' at the World University Debating Championships. Prior to this, Adam was captain of the Australian Debating Team for 3 years. He was winner of the National Championships and Winner of the Australian University Championships. Adam was a regular performer at Belvoir Street Theatre's 'Theatresports' and speaks regularly at science and Maths conferences Australia wide.

Adam's book **LITTLE BOOK OF NUMBERS** has been published by Penguin and has been translated into many languages around the world.

At the end of 2004 Adam and his co presenter on Triple J Wil Anderson toured the nation with THE LAST TIME TOUR, which sold out in every capital city and celebrated their time on Triple J. Adam has also toured for the last 3 years with Dr Karl Kruszelnicki in the SLEEK GEEK TOUR, which is held during Science Week and is an hilarious one hour show combining ground breaking science with side breaking comedy.

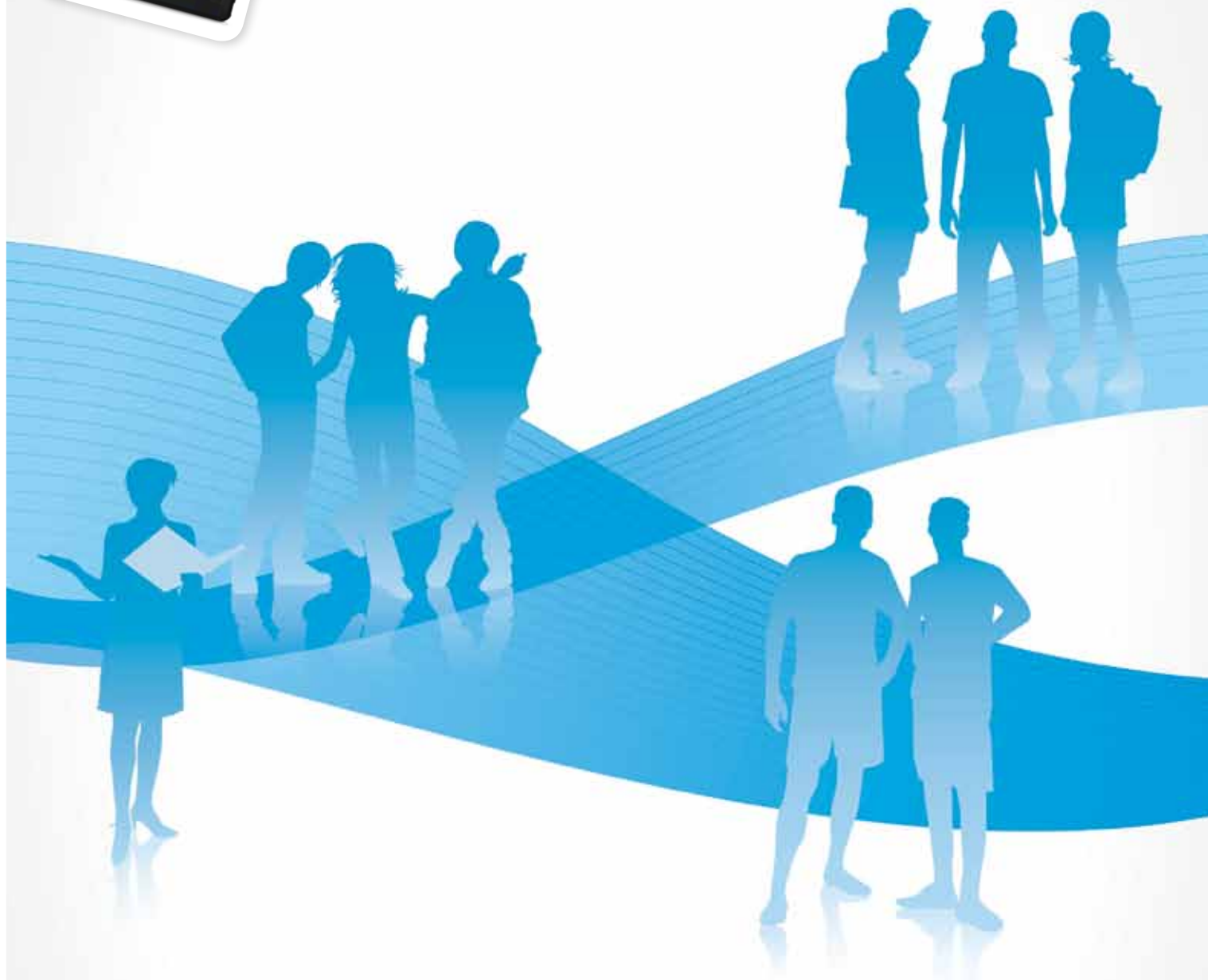
Adam has had extensive experience on various boards and authorities – he continues to serve on the Senate of the University of Sydney, the NSW Premier’s Advisory Committee on Greenhouse and Global Warming and the NSW Health Department’s Clinical Ethics Review Committee as well as being an ambassador for the Fred Hollows Foundation and helping out with numerous charities.

LEARNING AND LIFE LESSONS



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Competition closes on 20 September 2012.

SOCIAL PROGRAM



CONFERENCE EVENTS

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

WELCOME RECEPTION

Sunday 16 September

1700 – 2100

Adelaide Zoo

Proudly Sponsored by



This is your first opportunity to catch up with friends and network with new colleagues. Enjoy drinks and dinner canapés under the stars as you wander the zoo and meet some of the local residents. Or sit back and relax in the zoos gardens and enjoy catching up with colleagues.

Buses will depart for the Welcome Reception at 1645, please assemble at the front of the Adelaide Convention Centre at this time. Delegates are asked to dress warmly as this event will be held outdoors and it is suggested that ladies wear flat or low heels. The Zoos shop will be open for a short period at the beginning of the night to allow you to buy a unique gift for family and friends.

Dress – Smart Casual, this is an outdoor function please dress warmly

CONFERENCE DINNER

Wednesday 19 September

1900 – 0000

Adelaide Entertainment Centre

Proudly Sponsored by



Come join us and celebrate a night of music legends. *Turn Back Time* and enjoy the *Glory Days* as legends like Cher, Freddie Mercury, Tina Turner, Elvis Presley and the Boss light up the night. Dust off your *Blue Suede Shoes*, take those old records off the shelf and enjoy *some Old Time Rock n Roll*. It'll be *A Kind of Magic!*

Buses will depart for the dinner venue from the Adelaide Convention Centre promptly at 1830.

Dress – Formal after five or Music Legends theme

DINE AROUND EVENING

Tuesday 18 September

1800

Various Restaurants Around Adelaide

For the first time the TEMC Conference is offering delegates a chance to enjoy some of the host cities favourite restaurants in an organised informal dinner setting. The organising committee have selected a few of their favourite restaurants and we have arranged a booking and special menu at each place.

This is an optional event and delegates can choose a restaurant that suits their tastes and budget while enjoying the company of other delegates. All restaurant prices are for a meal only and must be paid for in advance as part of your registration. Drinks can be purchased from the restaurant on the night.

If you would like to book into the dine around evening please see the staff at the registration desk prior to lunch time on Monday.

Restaurants include:

<i>British India</i> (Indian)	<i>Rigonis</i> (Italian)
Cost: \$55 per person	Cost: \$55 per person
<i>Star of Siam</i> (Malay/Thai)	<i>Gauchos</i> (Argentinian)
Cost: \$55 per person	Cost: \$90 per person
<i>Eros Ouzeri</i> (Greek)	
Cost: \$60 per person	

TEMC FITNESS PROGRAM

This year TEMC will be offering a fitness program each morning of the conference. There will be three activities to choose from and are included in your conference registration. Each activity will run for approximately 45 minutes.

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

All sessions will commence from the registration desk at the Adelaide Convention and Exhibition Center. Please arrive 10 minutes early to ensure an on time start.

Event Start Times:

Monday 17th September – 7:00am
Tuesday 18th September – 6:30am
Wednesday 19th September – 7:00am

Bootcamp

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

City Walk

A personalised walking program starting from the Adelaide Convention Centre along the lovely River Torrens towards Adelaide Zoo and return.

Bike Ride – SOLD OUT

Adelaide is renowned for its bike riding. This activity will include a bike ride from the Adelaide Convention Centre along the River Torrens towards the Weir outlet, West End Brewery and return. Bikes are included in this activity.

TEMC



TEFMA EVENTS



TEFMA DINNER

Monday 17 September

1830 – 2300

National Wine Centre

Proudly sponsored



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

The TEFMA Dinner will be held at The National Wine Centre of Australia which has a unique atmosphere and is on the edge of Adelaide's stunning Botanic Gardens. It is a combination of eye-catching architecture and smooth functionality. The exterior architecture provides a dramatic entrance to start off your evening. The Hickinbotham Hall overlooks the outdoor terrace area and the Centre's

vineyard. The room is dominated by a stunning wooden ceiling that rises to 23 metres. The Hickinbotham Hall also features 100-year-old jarrah floorboards and a spectacular rammed earth wall that serves as an amazing backdrop.

TEFMA Members need to register to attend this function.

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

Dress – After five

TEFMA BREAKFAST AND AGM

Tuesday 18 September

0700 – 0900

Adelaide Convention Centre, Halls A, D

Proudly sponsored

MATRIX

Our People | Your Success

Shake off the hangover from the TEFMA Dinner with breakfast and get the latest information on the year that was and future plans for our association. Breakfast will be followed immediately by the TEFMA AGM from 0815 – 0900. All members are encouraged to attend. Attendance is free for TEFMA members.

Dress – Smart Casual or Informal Business

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ATEM EVENTS



ATEM AWARDS NIGHT

Monday 17 September

1800

University of South Australia, Kerry Packer Gallery

Proudly sponsored



For 35 years ATEM has been championing the professional in the tertiary sector. ATEM feels that it is time to recognise our profession in a more substantial way, by recognising best practice by professionals in Tertiary Education Management in Australia and New Zealand.

The ATEM / CAMPUS REVIEW Best Practice Awards in Tertiary Education Management seek to recognise best practice and celebrate all that is good about our profession.

ATEM feels it is time that our professional heroes be recognised for their outstanding contributions to the sector.

Our winners will be acknowledged at an awards reception on the night of Monday 17th September in a ceremony at the University of South Australia's Hawke Centre. The reception will be held at the Kerry Packer Gallery followed by the awards being presented in the Alan Scott Auditorium.

ATEM acknowledges the support of Campus Review as the awards main sponsor. Campus Review have allowed ATEM to gain wide publicity for the awards and will feature the winners in an article in its publication in September.

Campus Review is the premier newspaper dedicated solely to the sector. The Campus Review sponsorship is very important to the conducting of the awards.

ATEM also wishes to acknowledge the support of the Award Sponsors whose award bears their name.

Award Categories

- The LH Martin Institute Award for Excellence in Leadership.
- The ResearchMaster Award for Excellence in Research Management.
- The Dragon NaturallySpeaking Award for Excellence in Innovation.
- The Oracle RightNow Technologies Award for Excellence in Student Administration and Customer Service.

- The Unipromo Award for Excellence in Marketing, Communication and Public Relations.
- The Professional Staff Union Award for Excellence in Community Engagement.
- The Higher Ed Services Award for Excellence in Financial Management.
- The Uni Jobs Award for Excellence in Humans Resource Management.
- The Ellucian Award for Excellence in IT Management.
- The Campus Living Villages Award for Excellence by a Young Person in Tertiary Education.

ATEM BREAKFAST AND MEMBERS FORUM

Tuesday 18 September

0700 – 0900

Adelaide Convention Centre, Halls B, C

Proudly sponsored



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

2012 ATEM GHOSTS DINNER

Tuesday 18 September

1900

Naval, Military and Air Force Club of South Australia

Cost: \$200 per person

RSVP: giles.pickford@bigpond.com by 7 September 2012

Enjoy the 13th Ghosts Dinner by stepping back into the genteel world of late 19th century Adelaide. Our venue is the Naval, Military and Air Force Club of South Australia. The magnificently restored 'Landunna' was built by Mr John Rounsevell in 1872. It was named after his father's birthplace in Cornwall and has been the home of the Club since 1954.

This is an invitation only event.

ATEM



SPONSORS & EXHIBITORS



The 2012 Tertiary Education Management Conference would like to thank all of the sponsors and exhibitors for their invaluable support and help in making this conference a great success.

HOST OF OFFICIAL TEMC GALA DINNER



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

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

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

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Hindmarsh leads the way with the highest standards of operation for a wide range of clients throughout Australia, and a proven track record of over \$1 billion worth of completed projects. Focusing on complex construction projects and real estate development, as well as

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TEMC



COFFEE LOUNGE SPONSOR



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

www.schneider-electric.com.au

DELEGATE NAME BADGE SPONSOR



The Geutebrück motto:

Information is good. The right information is even better.

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

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

www.geutebruck.com.au

TEFMA BREAKFAST SPONSOR



Our People | Your Success

Matrix is an industry leader with more than 20 years' experience delivering quality construction and project management services. Matrix is a Queensland-owned business headquartered in Brisbane with regional offices in Cairns and Darwin, and major projects in Gladstone and Mackay. It has also recently expanded its reach into New South Wales and Papua New Guinea.

Matrix has completed more than 500 projects to the value of approximately \$1.7 billion, drawing on its design, construction, refurbishment and renovation expertise in the following industry sectors:

- Commercial, retail and industrial
- Low, medium and high-rise residential and resorts
- Aged care
- Housing
- Hospitality
- Health and education
- Mining and infrastructure
- Public works.

www.matrix.com.au

ATEM BREAKFAST SPONSOR



The LH Martin Institute was established, with the support of the Australian Government, to help leaders, professionals and academics gain an understanding of the rapidly changing tertiary education sector and translate that knowledge into effective management strategies for their institution. In other words, we aim to improve management and leadership in the tertiary education sector by assisting its current and aspiring leaders in fulfilling their missions. We do this by providing an integrated set of programs, events and research projects that are tailored to the particular needs of the sector. For more information about our full range of programs, event and projects please visit our website.

www.lhmi.edu.au

TEMG



KEYNOTE SPEAKER SPONSOR



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

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

Lyons is based in Melbourne with a national capability, and is currently undertaking major projects in all states of Australia. Current and recent projects by Lyons include the new Swanston Academic Building for RMIT University (\$220 million), the new Colleges of Science at the Australian National University (\$240 million), the New Horizons (\$110 million) and Green Chemical Futures (\$80 million) at Monash University, and the new Medical Sciences – Stages 1 & 2 (\$100 million) at the University of Tasmania.

www.lyonsarch.com.au

KEYNOTE SPEAKER &
REFRESHMENT BREAK SPONSOR

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

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

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

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

www.campuslivingvillages.com

KEYNOTE SPEAKER SPONSOR



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

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

www.capitalinsight.com.au

KEYNOTE SPEAKER SPONSOR



The Dyson Airblade™ hand dryer is the world's fastest and most hygienic hand dryer.

Developed by Dyson, a leading design and technology company recognised for breakthrough product technology, Airblade™ hand dryers deliver significant cost and energy savings and are an efficient hand drying solution for education facilities.

With patented technology, unique performance, carbon footprint benefits, *plus recyclable components*, Dyson Airblade™ hand dryers offer a hygienic and low maintenance hand drying solution. Visit dysonairblade.com.au to find out how you can eliminate paper towel waste in your facility and gain return on investment in just one year.

www.dysonairblade.com.au

POSTER SESSION SPONSOR



Mosaic Space companies provide a range of facilities planning services and software to universities and colleges throughout Australasia. Focussed on higher and further education, our consultants bring a wealth of international experience to help address issues of local importance: strategic space planning, campus master planning and development strategies, teaching and learning education technologies, resource planning and management, room utilisation audit and analysis, timetable development and implementation, project and change management, and policy development. Mosaic Software Development delivers a range of related products: RUIS (Room Utilisation Information System) is the market-leading room utilisation analysis and modelling package in the region.

REFRESHMENT BREAK SPONSOR



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

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

www.hamessharley.com.au

REFRESHMENT BREAK SPONSOR



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

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

www.paulmorganarchitects.com

UNIVERSITY SUPPORTER



The University of Adelaide is one of Australia's leading research-intensive universities and is consistently ranked among the top 1% of universities in the world. Established in 1874, it is Australia's third oldest university with a strong reputation for research and teaching excellence and producing graduates that make an impact on the world – Life Impact.

The University has produced 105 Rhodes Scholars, including Australia's first Indigenous winner, 105 Fulbright Scholars and three Nobel Laureates as well as two more among existing and former staff. There are more than 25,000 students with 30 per cent of them international students from more than 90 countries.

www.adelaide.edu.au

UNIVERSITY SUPPORTER



The University of South Australia is a modern and innovative institution established in 1991, but built on more than 150 years of teaching, learning and research excellence of its antecedent institutions.

As South Australia's largest university, it continues to enjoy a strong upward trajectory across a number of key indicators. In the QS World University Rankings, it has recorded the fastest rise of any Australian institution for each of the past two years to be ranked 11th nationally, and in the top three per cent of more than 10,000 universities worldwide.

UniSA prides itself on educating individuals to the highest standards, and to creating and disseminating knowledge so that our communities and societies are better able to understand and address the crucial challenges of our time.

www.unisa.edu.au

TEMG



CONFERENCE SUPPORTER



The cost of payment transactions for staff and students at Australian Universities will be changed by Melbourne-based IDentiTech.

Universities are invited to join our new payment system. This is a global debit and settlement payment system that features open and closed-loop card, mobile and virtual cash payment options for consumers, merchants and banks.

Transactions are made at a lower cost, eliminating interchange fees for those merchants on the system. Settlement is instant and can be done from anywhere using a mobile phone. Whether it be for paying student fees, sending or receiving money, almost any every-day purchase can be made via this new system.

IDentiTech is also a full service provider of visitor and contractor management systems, ID cards, access cards, card printers, consumables, card accessories and corporate identity products such as custom-printed shirts and uniforms.

We have complete in-house production and mailing facilities for ID cards with the ability for you to manage your own data via our secure, online database product.

IDentiTech is committed to lowering the costs that campuses pay for their staff and student cards and other related security products so we would welcome any enquiries you might have.

www.identitech.com.au

TRADE EXHIBITION BOOTH 1 & 2



TRADE EXHIBITION BOOTH 3



Open Spatial is a leading supplier of spatial solutions in Australia (USA & Africa) that has been operating for 10 years.

Open Spatial offers Campuses a COTS (commercial off the shelf) solution for Engineering & Maintenance Departments and/or Facilities Management offices to better manage the spatial and non-spatial data of a Campus. The solution supports a range of assets from: underground networks – drainage, water, sewer, gas, electricity, fibre & telecoms; above ground assets – roads, footpaths, parking spaces, grass cutting, flower beds and tree planting; Buildings and Facilities; and Signage to provide better decision support. Further, the Open Spatial Solution has been integrated with a Way Finding solution for students.

We pride ourselves in providing innovative solutions based on Open Geospatial Consortium standards, bridging the gap between CAD and GIS and providing a single point of truth of spatial data that ensures better decision making. Open Spatial is an Autodesk Silver Partner, Oracle Partner and Microsoft Certified Partner.

www.openspatial.com



Established in June 1995, **Advanced Spatial technologies Pty Ltd (AST)** began working as an FM:System's and Autodesk Partner. An early adopter in providing CAFM Solutions, Autodesk in Australia has recognised AST as their preferred industry partner for Facility Management solutions in ANZ and Asia Region. AST provides software technology solutions, professional services, support, training and CAD services for maximum business advantage.

AST provides Integrated Workplace and Facilities Management Systems, Real-Estate and Property portfolio solutions, Room Scheduling – Events Management, and Engineering Document Management.

AST is now working closely with Autodesk and FM:System's to help building owners, realise the value of FM and BIM today. For more information on the partnership and their goal of bringing the benefits of BIM to the operations phase of the building lifecycle.

www.bimfm.com.au / www.advancedspatial.com.au

TRADE EXHIBITION BOOTH 4

CAMATIC

Camatic is responsible for seating the world from Wimbledon, Sydney Opera House to the entire Melbourne Sporting precinct – MCG, AAMI Park, Etihad Stadium and Rod Laver Arena.

Camatic Seating delivers products that are unmatched in comfort, design and technology.

We are constantly providing quality seating solutions for a range of international businesses. Our hands on project management means we adapt to local regulations on time and within budget.

We work closely with developers and proprietors to create innovative products that offer functionality, style and comfort as well as increased audience.

www.camatic.com.au

TRADE EXHIBITION BOOTH 5



ASI Solutions has worked nationally in the education space for over 20 years. We supply government schools under a variety of contracts and work with many independent schools and associations.

We focus on key solutions that can be customised for your school, including:

- Interactive Whiteboards and Panels
- Procurement Solutions and IT Services - Hardware and Software Product Technologies, Service Desk, On-Site Services, Network Installations, Managed Services, Audits and Consulting, Server Room Refurbishment, VoIP, Digital Camera Surveillance and more.

Talk to one of our Education Specialists for all your IT school needs.

www.asi.com.au

TRADE EXHIBITION BOOTH 6



The aquaBUBBLER drinking fountain with water bottle filler provides clean, fresh drinking water solutions for outdoor and indoor environments.

Low maintenance, water efficient, hygienic, vandal resistant and graffiti proof the aquaBUBBLER is a stylish addition to any infrastructure. The aquabubbler is ideal for schools, tertiary institutions, sports facilities, workplaces and public amenities. Manufactured in Australia and fully guaranteed.

www.aquabubbler.com.au

TRADE EXHIBITION BOOTH 7



Over 20 years' experience, IFM is a market leader in Facilities, Asset and Space Management Software Solutions.

IFM has numerous in-house developed products such as *SISfm Enquiry™* that are keenly priced and packed with powerful functionality and innovative Spatial IT Solutions for your business processes.

We're also Resellers and distributors for the 'best of breed' software, such as *Archibus/FM*, *Cadcorp SIS* and *Autodesk*, IFM can provide *software (GIS) solutions* to best meet your needs.

Our portfolio includes 14 Universities, Schools, Hospitals, Aged Care & Health Facilities, Correctional Facilities, Utilities, Local Councils, Resource Companies, and Corporations with Asset portfolios.

www.integratedfm.com.au

TRADE EXHIBITION BOOTH 8

MATRIX

Our People | Your Success

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- Aged care
- Housing
- Hospitality
- Health and education
- Mining and infrastructure
- Public works.

www.matrix.com.au

TEMCO



TRADE EXHIBITION BOOTH 9



LED Lighting Solutions

Global LEDA is a leading provider of LED lighting solutions that has been operating in Australia and New Zealand for over 5 years.

We offer LED lighting solutions to tertiary education institutions that are cost effective and environmentally conscious. Our LED product range replaces all forms of conventional lighting and tailored solutions can be installed in a range of areas, from teaching facilities and offices, to car parks and feature lighting.

Visit us at TEMC to find out how we can help reduce your energy consumption and cost for lighting by up to 80%.

www.globalleda.com.au

TRADE EXHIBITION BOOTH 10



Cyon the market leader in the provision of Timetabling, Resource/Space Planning and Optimisation solutions for Higher Education.

Formed in 1989, Cyon/Scientia and today has more than 500 Education Institutions located in 26 countries using its *Syllabus Plus* suite of solutions.

Scientia Space Manager has been a complementary solution designed to assist Universities with Space Planning.

Cyon Mobile Solutions, a natural extension of Syllabus Plus was designed to assist students in University Timetable publications as well provide critical institutional information, such as Alerts and News.

Cyon supports over 180 Institutional sites, Universities and Polytechnics, across the Asia Pacific Region where the majority are multi-campus Institutions. We have a successful and proven track record in managing complex University Timetabling/Scheduling implementations in the Australasian region.

Scientia/Cyon is committed to delivering world class solution to Higher Education.

www.cyon.com.au

TRADE EXHIBITION BOOTH 11 & 12



SALTO has created a paradigm shift in campus security.

A Wireless and Wi-Fi networked door control solution that can be equally installed throughout campus and in accommodation areas. The Salto solution responds to the challenges of today, offering a system that works more cleverly for you, helping to ensure a safer and more secure environment for your students.

Supporting the most advanced contactless smart card technology, and integrating our unique, cost effective and energy efficient W-iFi solution, Salto empowers you with the tools to control where and when anyone can access doors, providing peace of mind and a higher level of security for your staff and students.

Available as a 'standalone' solution or integrated into your existing campus access control platform.

Look beyond the ordinary.

www.saltosystems.com

TRADE EXHIBITION BOOTH 17



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

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

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

www.reliablecontrols.com.au

TRADE EXHIBITION BOOTH 18



Founded in 2007, with a vision of making cycling easy, Penny Farthings has grown to become Australia's leading bicycle parking specialist. The company designs, manufactures and installs products for all bicycle parking applications. All products are designed within Australian Standard guidelines (AS2890.3) using the highest quality materials. Our design philosophy is focused on functionality, space efficiency, sustainability (both embodied and operational energy), cost effectiveness (both capital and operational), health and aesthetics. Most importantly, our products are designed by cyclists, for cyclists.

www.pushbikeparking.com

TRADE EXHIBITION BOOTH 19



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

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

www.sebelfurniture.com

TRADE EXHIBITION BOOTH 20



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

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

www.campuslivingvillages.com

TRADE EXHIBITION BOOTH 21



Routledge is the world-renowned Humanities, Arts and Social Sciences imprint of Taylor & Francis, a leading international publisher of academic books and journals since 1798. Routledge has more than 20 offices worldwide, and publishes more than 60 Australasian-edited journals on behalf of learned societies and institutions in the region. Our global publishing program comprises more than 1,800 books and 1,500 journals each year, including 100 journals published from the Asia Pacific region.

www.tandfonline.com

TEMCO



TRADE EXHIBITION BOOTH 22

GEUTEBRÜCK

Competence in Video Security

The Geutebrück motto:

Information is good. The right information is even better.

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

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

www.geutebruck.com.au

TRADE EXHIBITION BOOTH 23



The BEIMS team cordially invites you to visit our stand at the TEMC to get demonstrations of some of the latest additions to BEIMS such as the Supervisor and Corporate Dashboards as well as the many enhancements now available in core BEIMS.

See examples of the latest developments in asset risk and management plans, contracts management and condition assessments.

www.beims.com

TRADE EXHIBITION BOOTH 24



S1 Consulting is a consulting practice focused on helping customers build a better business by better connecting people, processes and technology in the Education sector. S1 Consulting has partnered with Campus Management to offer Talisma CRM to the Australian Education sector. Talisma CRM is the leading Constituent Relationship Management (CRM) solution for higher education. This comprehensive strategic enrolment management solution is designed to serve students for a lifetime -- from admissions, to academic and student life, to alumni relations. Talisma CRM is the only communication and workflow suite flexible enough to serve just one department or the entire multi-campus university system on a single platform.

www.s1consulting.com.au

TRADE EXHIBITION BOOTH 25



Eutility launched in 1979 in Sydney, with the vision of becoming one of Australia's leading cost management companies. We achieved this goal within a few years and have expanded into New Zealand and the United Kingdom.

Today Eutility has contracted client expenditure up to \$2 billion annually across some 3,000 clients in Australia alone and has grown to be one of the countries leading cost management companies.

At the core of the Eutility business is a unique and exceptional array of talent, intelligent software, and relationships that deliver beyond expected levels of service and significant savings to customers.

In recent years, Eutility has invested significantly into new technologies and information systems that manage utility usage and reporting compliance brilliantly. The major advantage of these 'Smart' Systems has been transparency in cost and usage patterns resulting in marked cost savings for clients.

www.eutility.com.au

TRADE EXHIBITION BOOTH 26



HG Sports Turf can design and construct your sports field, natural or artificial.

The MCG, Sydney Olympics, 2011 Rugby World Cup; Eden Park, all preferred HG Sports Turf.

HG Sports Turf is the Australasian partner of DESSO, an AFL, FIFA, IRB, and FIH accredited manufacturer.

Stadium clients expect project delivery and field performance and since 1999 HG Sports Turf has delivered.

Australian National University and Melbourne Grammar installed Desso Ambition; FIFA, FIH, AFL and Cricket Australia accredited. HG Sports Turf has completed a FIFA Goal project in 2011 for the Guam Football Association.

www.hgsportsturf.com.au

TRADE EXHIBITION BOOTH 27



PROGRAMMED

A leading provider of painting, signage and grounds maintenance services, without injury.

It may not seem like the most exciting aspect of your business, but the upkeep and improvement of your premises is important to your staff, students or customers. Programmed Property Services offers a range of distinct services designed to add value individually or as a packaged approach for your property upkeep needs. This includes painting and maintenance programmes, grounds and horticultural management, as well as corporate imaging and signage services.

We provide a broad range of property maintenance services through a directly employed workforce model based at over 40 branches throughout Australia and New Zealand. We aim to create value for our customers through innovative long term relationships that help drive our customers' business success. When it comes to caring for your commercial property, you can leave all the hard work to us.

www.programmed.com.au

TRADE EXHIBITION BOOTH 28



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

Alerton will provide you with the most comprehensive Energy Management monitoring tools available. This is backed by a team of professionals including Energy Auditors, NABERS Assessors and on site customer service engineers who will help you reduce your energy costs and your carbon footprint.

We can help you by:

- Providing systems which let you track electricity, water and gas usage, in real time complete with powerful analysis tool.
- Cost effectively upgrade existing building automation and controls technology to solutions which reduce operating costs. Provide solutions which allow you to control lighting in a fully integrated and more cost effective way.

www.alerton.com.au

TRADE EXHIBITION BOOTH 29



DVE Business Solutions is a multifaceted consulting company offering innovative, IT based information management and process improvement solutions to your organisation. We have extensive interestand experience in the tertiary education sector.

With all projects, our staff will come to your workplace, work with your staff to analyse business processes, review systems and develop solutions that are immediate, cost effective and quick to implement. Our collaborative approach means your staff participate in the project from start to end. Solutions can include databases, process maps, integrated web sites or Learning Management systems. No job is too small.

Contact us today. We will help you Make it Happen!

www.dvesolutions.com.au

TEMCO



TRADE EXHIBITION BOOTH 30



Established in 1994, CMC Property Services is a national commercial cleaning and property maintenance company. We are specialists in the cleaning and maintenance, management and reporting of offices, retail outlets, commercial buildings, multi-sites and educational facilities.

We are a provider of integrated property maintenance services offering; contract cleaning, maintenance services, carpet steam cleaning, professional window cleaning, graffiti removal and emergency property related services.

Our customers span across the commercial, government, educational and corporate sectors. We have grown to be one of the leading national cleaning and property maintenance companies in Australia and New Zealand with a national footprint in metropolitan and remote regional areas.

www.cmcservices.com.au

TRADE EXHIBITION BOOTH 31



The Dyson Airblade™ hand dryer is the world's fastest and most hygienic hand dryer.

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www.dysonairblade.com.au

TRADE EXHIBITION BOOTH 33 & 34



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

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

As an additional service to facility managers, we offer a removal and recycling service of existing seating.

Our products include the following:

- Lecture Theatre Seating with Writing Tablets
- Multi Purpose Auditorium Seating
- Automatic Retractable Seating Systems
- Beam Seating for Breakout and Waiting Areas
- Recycling & Life Cycle Systems

www.profurn.com.au

TRADE EXHIBITION BOOTH 35



Source Separation Systems provides high quality systems and solutions to support effective waste management. As our name suggests, we are focused on providing a complete range of resource recovery systems for all waste generating locations.

Working in partnership with many of our tertiary education clients, we have a proven record of implementing a range of waste solutions, from specifically designed exterior recycling bins, to solutions for student accommodation, from green waste solutions for cafeterias, to office and paper recycling facilities within departments.

Our team can work with you to deliver a flexible solution to meet your individual waste and sustainability goals.

www.sourceseparationsystems.com.au

TRADE EXHIBITION BOOTH 36



WHAT IS AN ISIC CARD?

The International Student Identity Card (ISIC) is the biggest Student ID Card that is accepted worldwide since 1968 and is endorsed by UNESCO. For all full time students, teachers and youths the cards provides over 41,000 benefits and discounts in 120 countries ranging from discounts on flights and public transport to discounts on museums, cinemas, entertainment, retail and restaurants.

ISIC has partnered with hundreds of Academic institution worldwide to co brand the ISIC card with their student card strengthening the importance and student services that each institute can offer their students and is now established as a multi-purpose 'student lifestyle' card.

www.isiccard.com.au

TRADE EXHIBITION BOOTH 37



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

www.ecobright.com.au

TRADE EXHIBITION BOOTH 38



The cost of payment transactions for staff and students at Australian Universities will be changed by Melbourne-based IDentiTech.

Universities are invited to join our new payment system. This is a global debit and settlement payment system that features open and closed-loop card, mobile and virtual cash payment options for consumers, merchants and banks.

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IDentiTech is also a full service provider of visitor and contractor management systems, ID cards, access cards, card printers, consumables, card accessories and corporate identity products such as custom-printed shirts and uniforms.

We have complete in-house production and mailing facilities for ID cards with the ability for you to manage your own data via our secure, online database product.

IDentiTech is committed to lowering the costs that campuses pay for their staff and student cards and other related security products so we would welcome any enquiries you might have.

www.identitech.com.au

TRADE EXHIBITION BOOTH 39



Places that work. Brookfield Multiplex Services – Supporting Education

Successful learning environments address not only the practicalities of the built environment but also the comfort and varied expectations of those who occupy the space. Brookfield Multiplex Services supply a range of integrated management services; Real Estate Management, Facilities Management and Project Management, supported by efficient systems, processes and people, to create and maintain places that work for our customers.

We are proud to be working with University of NSW, RMIT and University of Sydney, and will look forward to supporting you too.

www.au.brookfield.com/services/about

TRADE EXHIBITION BOOTH 40



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

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

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

www.icad.com.au

TIFM





CONFERENCE ABSTRACTS

SESSION 1 – 2011 IAN CHUBB SCHOLARSHIP RECIPIENT

A COMPARATIVE STUDY OF THE METHODS AND PURPOSE OF PROFESSIONAL DEVELOPMENT ACTIVITIES UNDERTAKEN BY PROFESSIONAL STAFF IN TERTIARY INSTITUTIONS

BARBARA MAY

UNIVERSITY OF AUCKLAND

Barbara May has worked in science and education administration for 26 years, including nine years as a School Manager while completing her Masters as a mature part-time student. Barbara believes professional staff are a valuable resource and are integral to the success of teaching and research activities throughout all areas of the tertiary sector. As a manager, she prioritises the provision of quality and relevant resources to professional staff in their pursuit of skills and knowledge development. Barbara's research is focused on identifying and promoting positive outcomes for professional staff through development activities that benefit the individual and the organisation.

Professional development for professional staff can still appear to be a low priority within the big picture of a tertiary institution's resource allocation. However, when you consider the core business of the tertiary sector is knowledge development, it remains a concern that this perception still exists. The development of a skilled and knowledgeable, and therefore 'resilient' workforce is a necessity for all individuals working within this fast changing environment. Resilience is the ability to bounce back or improve a situation following disruptions or trauma experienced in the workplace (or elsewhere)..

The tertiary environment requires employees who are willing to be flexible and utilise their experience productively. This productivity is strongly influenced by the first level or middle level manager's actions, belief structure, and decision making process. In particular, and for the purposes of this study, the decisions made relating to the development of a staff member's skills, knowledge and personal capacity. Purposeful planning of development for professional staff is critical to sustain a flexible and forward moving infrastructure. The question is: 'do managers implement effective processes for the development and sustainability of a resilient work force?'

The Ian Chubb Career Development Award provided the opportunity to research and produce practical evidence on the decision making processes enacted by first and middle level managers regarding the development activities of professional staff. The Award stimulated an intensive

preparation period in 2011 with the collection and analysis of data being carried out during 2012. Managers who have responsibility for more than one professional staff member were recruited as participants. All participants completed an on-line questionnaire, with a second phase consisting of interviews by participants who had volunteered to be contacted. First and middle level managers were selected as the research sample because research generally identified these managers as the most influential in implementing change strategies and the behaviour and performance of staff. It is therefore important to understand how professional development decisions are made and whether those decisions were purposeful and structured, or casual outcomes of informal processes.

The results of the study are expected to stimulate discussion, and reaffirm or challenge managers' current beliefs and practice, regarding the development of professional staff.

SESSION 2

ROOM ASSESSMENTS TOOLS FOR STRATEGIC ASSET MANAGEMENT

SAM RAGUSA

TEFMA MEMBER EMERITUS

Sam Ragusa is Director of Ragusa Asset Management and works with Aquentia Consulting as Senior Facilities Consultant. Sam was Director of Facilities Management at Griffith University from 1978 to 2007 and previously as Principal Engineer. Sam is an Emeritus Associate Member of TEFMA and a past president of AAPPA. Sam Ragusa provides advice on Strategic Asset Management. He has particular skills matching the facilities requirements to the strategic needs of the organisation including needs analysis, space planning and management, planning for and the delivery of specialist facilities for teaching, research and administration. Sam has over forty years' experience working in facilities management, planning and construction and has been involved across the whole range of issues which confront practising facilities professionals.

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

The TEFMA Facilities Audit Guideline provides a detailed methodology which can be used to make a Strategic Asset Assessment of an institution's space and facilities. If the methodology is used on an elemental basis on a room by room assessment of all the institution's buildings such an assessment methodology would provide an overwhelming amount of data which would be difficult to use productively. Moreover, the assessment would be quickly

out of date. We believe that it is more cost effective and efficient to carry out Room Assessments at a high level in order to identify those assets and issues which are of high strategic importance and of high risk and then to carry out more detailed and accurate assessments of these assets for incorporation into projects which are likely to be funded. The presentation will outline how a quick assessment can be made of Condition, Functionality, Risk and Strategic Importance to arrive at an overall Assessment Rating for a room, group of rooms or buildings. Strategic Importance of Assets is founded on the importance of the asset to the institution in order to meet its strategic objectives. Risk Assessments will include the impacts of not meeting these objectives as well as the more usual risks associated with workplace health and safety and other regulatory requirements, and business continuity. Condition is generally well understood and relates to the backlog or deferred maintenance attributed to the asset. More recently, there has been increased focus on the Functionality of space, that which used to be called “fitness for purpose” and which is more difficult to quantify. While providing a comprehensive overview, the presentation will focus on the assessment of Functionality in a way which is not overwhelming but still sufficient for providing input into strategic planning. The results of these Room Assessments can be stored as Conference Abstracts attributes in the institution’s space inventory system. By sorting against specific criteria, the process can provide a summary of the key areas which demand urgent attention and which can then be targeted for more detailed review and possible funding.

SESSION 3

STUDENT SUCCESS:

DELIVERING THROUGH PARTNERSHIP

LIZ BISHARA, JOANNA SCARBROUGH
AUCKLAND UNIVERSITY OF TECHNOLOGY

Liz Bishara is Faculty Manager of the Faculty of Business and Law at Auckland University of Technology.

The Faculty has approximately 6,500 EFTS and her role encompasses operational and human resource management, administration within the Faculty, the functions of admission and enrolment and support for the delivery of the student experience. Liz is currently the AUT Institute Co-ordinator for ATEM.

Joanna Scarbrough is the Group Director, Student Services at Auckland University of Technology.

Joanna has extensive management experience in the University sector and is committed to enhancing the student experience to support student success. She co-founded the AUT FYE Intervention and Monitoring programme which supports her belief of pro-active and monitored student support. Her commitment to customer service and student-centred approach to all activities has

seen her lead projects to develop an integrated student centre for the University. Joanna has held this position for the past 18 months; previously she was the Manager of Registry Services and the Student Information Centres.

This presentation is set amongst a period of change and evolution within AUT University, as it sought to manage a competitive admission environment.

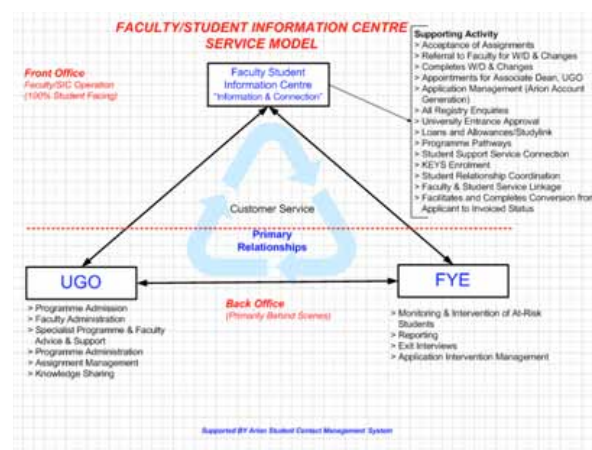
In 2004 following an Admission Integration Review a strategic direction was set; to partner central teams and faculties more strongly in the processing of admission requirements and to establish synergies across the University and develop a model of integrated delivery of the student experience. This review responded to key drivers:

- Operating within a constrained resource environment
- The importance of deploying a framework for knowledge exchange
- Establishing a matrix of responsibilities to create consistent practice and alignment

In today’s world of heightened understanding about the student experience and how it contributes to success and retention, AUT’s Student Services and the Faculty of Business and Law have formally partnered to create an environment that supports the student journey, from enquiry to graduation, by recognising that the student is the customer.

This presentation will provide an overview on how to add value by bringing new approaches in student support through the provision of high quality academic services outside the classroom and harnessing existing core competencies through an agenda of partnership. The presentation will outline what benefits partnership brings to supporting the student experience; how to achieve a formal connection and how putting students’ at the centre, equipping them with everything they need to maximise their own journey provides the framework for success.

Key learning from this project remains current – while the Tertiary sector in New Zealand is currently operating within a capped environment, business education remains competitive. Ensuring we create the right blend.



SESSION 4**HOW DO WE ASSESS THE IMPACT SESSIONAL STAFF HAVE ON THE STUDENT EXPERIENCE?****SUSAN MATE, SARAH WOOD**

VICTORIA UNIVERSITY

Sarah joined VUs HR Department in February 2004 as a Senior Project Officer with responsibility for the development and implementation of HR policies and projects. Key achievements in this role included the development of the Staff Code of Conduct in 2005, implementation of a University-wide staff performance and development planning framework in 2006, and the preparation of VUs application for Workplace Productivity Program funding in 2007. Sarah was the Manager of the Workforce Policy and Projects area within HR between 2007 and 2009 before Acting as General Manager HR Advisory Services for 12 months. In September 2010, she took up the newly-created role of HR Strategist which aims to provide high level strategic planning methodology and advice on workforce policies, initiatives and strategies in developing a contemporary HR function for the University. She currently oversees the sessional staff research project.

Sue is drawing toward the completion of her PhD in specialising in development and growth strategies within organisations and has used methods relevant to those outlined in this research project. She has published and presented at teaching and learning conferences in the area of professional development and the impact of globalisation on professionals. She currently works as a research officer at Victoria University, focusing on research into sessional staff experiences and teachers in Graduate Certificate courses at RMIT.

The majority of first year university student teaching is performed by sessional staff. At the same time, contestability is now urging all universities to focus on enhancing the quality of the 'student experience' and in particular student engagement. Is then the student experience impacted by the nature of their teacher's employment (i.e. sessional or continuing) and, in turn, the teachers' level of their own engagement with the institution? How is the level of student engagement measured by the sessional teacher? Is there a correlation between the level of managerial support provided to sessional staff and the experience of the students of that sessional teacher? Or is a student's experience more closely impacted by the individual teacher's level of expertise, contemporary knowledge and/or personal approach to student engagement irrespective of the nature of their employment?

Some research to date has indicated that the 'risk' of employing sessional academics lies not in the sessionals themselves but in the processes and policies that a university employs to manage them (Ryan 2011). Using interview data from a new university, this paper explores the ways in which sessional employment may impact,

if at all, on the quality of learning and teaching and, in turn, the student experience. The paper also discusses the dimensions of what is commonly considered 'good practice' when managing and engaging sessional staff and the challenges of applying a 'one size fits all' good practice model across different areas. A key finding from the research to date is that the traditional 'good practice' models cannot be universally applied to support the relationships sessional staff need to have with their students.

A number of sessional staff and managers of sessional staff from a cross-section of university faculties were interviewed and it was found that each of these 2 cohorts place a different emphasis on what they consider important when monitoring the quality of their practices and engagement of their students. Those factors the managers and sessional staff of the university considered to be key to good practice and critical to improving the student experience were also compared to those factors measured by the Australian Survey of Student Engagement (ACER 2011).

The findings are considered in the context of reconceptualising academic work and initiatives to achieve the 'right blend' of academic staff to maximize the student experience. In summary, what was discovered was that in terms of quality and in terms of what was considered 'good practice' there were differences across disciplines, between sessional staff and their managers and between the university case-studied and broader global measures of quality. The challenge is to provide an innovative and strategic approach to supporting and managing sessional staff that draws on integral theory and targets the diverse range of sessional requirements so that ultimately the student experience is markedly enhanced.

SESSION 5**LEARNING TO LEAD: MIND GAMES FOR MIDDLE MANAGERS****SHERYL MORGAN**

WINTEC

Sheryl Morgan is the Project Development Manager at Wintec, a large Institute of Technology in Hamilton, New Zealand, which offers vocational and professional education from trade through to postgraduate level. A professional project manager, with international accreditation, she has held various roles in the tertiary sector over the last 20 years. When not coaching and training people in project management and managing high risk strategic projects, she has acted as a transition manager in corporate areas for everything from Enrolment and Human Resources to Business Development and Learning Support. Always willing to accept a challenge, Sheryl's currently in the Faculty, acting as the Head of the School of Business most recently.

Tertiary institutions have embraced the distributed leadership model with enthusiasm. Newly appointed middle managers have found themselves empowered to lead overnight, and resemble possums in the headlights, frozen by the traffic coming in from either side. New leaders struggle with the incompatible demands of the role, described in the Integrated Competing Values Framework. Some in-house research showed a recently appointed middle management tier of staff reporting difficulty with aspects of the role. They were confident enough about getting the job done, caring for staff, and managing performance. However, they are expected to lead change, influence others, and challenge assumptions in a transformational leadership style, while operating in an organisational environment they do not necessarily understand. Six months into the job, we asked what areas of their role they were finding most challenging. Those completely new to the organisation struggled with 'the way we do things around here' and 'who to ask get things done'. Although mentoring programmes were in place with a more senior manager they weren't enough to acquire the organisational knowledge needed. Understanding the way things are done around here is often the result of years of experience that cannot simply be transmitted in a Vulcan mind meld, so how do managers acquire that judgment and experience?

Research has shown that teaching strategies using scenarios, or 'war stories', to help learners problem solve are very effective, and a rich source of organisational learning when used with staff. Having managers problem solve familiar or recurring issues, in an environment they recognize, develops the high level analytical skills of analysis, synthesis and evaluation, generating the new learning that the organisation wants from its leaders. In the organisation's in-house staff development programme, the effectiveness of scenarios was applied to game playing, also known to be a very effective way of improving student learning. A board game was developed in which players were given brief scenarios of common project management problems the organisation had experienced. Players had to solve these to the satisfaction of their colleagues as they moved through the process of managing a project from beginning to end on the board game. Each player had a different group of project management skills available to them and they could negotiate, or bribe their colleagues with coffee and chocolate, to assist them if the skills they had been allocated in the game did not resolve the problems they had been given. It gave fellow players an insight into the way colleagues thought and what management skills they applied to solve typical organisational challenges, and helped kinaesthetic and visual learners in applying new skills. The experience confirmed research on the effectiveness of game playing which shows improved recall, understanding and problem solving skills, increased

participation and collaboration, and the development of a culture where colleagues learn from each other. And staff enjoyed themselves, all of which has made project management training the flagship of the organisation's management development programme.

SESSION 6

FURNITURE REUSE – SUSTAINABILITY AND COST EFFECTIVENESS

PAULA SORBELLO

QUEENSLAND UNIVERSITY OF TECHNOLOGY

Paula Sorbello is the Project Coordinator for Relocations at Facilities Management with Queensland University of Technology. Paula was contracted back in August 2009 to decant and relocate staff from the Carseldine Campus. In addition to Relocations Management, Paula has experience in Project Management and the Construction industry.

The Queensland University of Technology Facilities Management team has introduced a centrally managed program to benefit the University and the Environment. The program was devised around the premise that big corporations like QUT could and should be utilizing their resources in a much more productive and cost effective manner. The program seeks to manage the reuse and recycling of furniture and equipment within the QUT community.

In the past organizational units were often responsible for disposal of furniture during reorganizations and refresh and FM project managers have the same task for projects. All the organizational units and FM are faced with the question, are they to be auctioned, dumped or how can they be recycled? With limited local storage, lack of communication as to what is available and the constraints of time and logistics the answer was often not supportive of good sustainable practice or gave the best outcome for the university.

QUT Facilities Management Capital Works department has developed a program to centrally manage this, a simple SharePoint Webpage online has seen the QUT community embrace the recycling/reuse program and has subsequently benefited from its implementation.

To achieve the goals of sustainability and efficiency it is important to ensure effective communication and re-education across the university community.

The support gained to date from the QUT community, has been paramount in achieving program goals for the organization and the environment.

This presentation will explain the beneficial outcomes and University wide impact that a program like this offers.

- a comparison of the furniture reuse cost to sending to landfill or auction,

- how the program is managed,
- sustaining the program,
- how a centralized approach can benefit everyone in the program,
- the benefits of working in the Facilities Management context to enable positive outcomes.

SESSION 7

TRANSFORMING THE LIBRARY INTO AN ICONIC STUDENT CENTRE AT WAIKATO

TONY DICKS

UNIVERSITY OF WAIKATO

Tony Dicks is Group Manager: Facilities at the University of Waikato, a position he has been in for the last 11 years. His earlier background in civil engineering and management – railways, ports and harbours – in South Africa, Holland and New Zealand have ensured a slightly different outlook on tertiary facilities management. He was the University's project manager during the project which forms the subject of this presentation, working closely with Facilities, Library and Student Administration staff as well as the design team (and of course students) over the 4 year life of the project.

The 1970s library building – large, heavy, imposing, inward-looking, dull and generally outdated – has been completely refurbished and extended over the last three years into an attractive and environmentally-sensitive exemplar. Student social spaces and student administration services have been introduced into the building to create a student-focused and easily-identifiable heart to the campus.

This 5 Green Star-rated facility (NZGBC) was completed late in 2011, a project made more difficult by the fact that the library continued to function within the building throughout the whole process. During the design and construction every effort was made to:

- maximize the re-use of the existing structures and services;
- create clearly identifiable spaces for the various activities whilst maintaining flexibility;
- provide as many opportunities as possible for views to the exterior;
- ensure a wide variety of spaces for study, groupwork, relaxation and socializing;
- complement the extensive use of glazing on the façade by landscaping and water features;
- introduce energy-saving measures and other sustainable practices and features wherever appropriate.

The introduction of the student administration services and social spaces into the centre has increased the potential for library patronage and it has also provided a welcome student-oriented haven for those who formerly went off-campus during breaks between class commitments.

The overall project was completed within budget at a cost of approximately NZ\$30m; it has realized benefits which belie this modest level of expenditure – a really iconic heart to the campus has been created.

The presentation provides some insights into the facility and its features – with some reference to the former layout – to serve as an inspiration for those contemplating a similar innovation.

SESSION 8

FROM PUBLIC TO PRIVATE – THE SHIFTING SANDS OF HIGHER EDUCATION

JUDY SZEKERES

SOUTH AUSTRALIAN INSTITUTE OF BUSINESS & TECHNOLOGY

Judy Szekeres is the College Director and Principal at SAIBT, a position she has held for three years. SAIBT is a pathway college to UniSA and is owned by Navitas, a publicly listed education company. Previously to this, Judy worked in the university sector at the University of Adelaide, UniSA and UNSW. Her career has been dedicated to education, first as a teacher and later as a manager. She has a doctorate in educational management and has been a member of ATEM Council for five years.

Higher Education in Australia has largely been a public affair for most of its life, unlike the United States where many of the truly great institutions are private universities. The scene began to change in Australia when Bond University opened and ACU gained university status, and it has been a case of slow growth since then. In the last ten years that growth has increased on the back of increasing international student numbers, and we are now in the situation where private higher education institutions outnumber public ones by some considerable amount. Why has this been so different to the VET sector or the school sector where private institutions have always been a large piece of the landscape? What do private institutions offer that public ones can't? It is likely that growth will only be in the private sector – it is highly unlikely that any government will open a new publicly funded higher education institution, so we should be vitally interested in the state of the private sector in higher education. This paper examines the history – including comparisons with other parts of the education sector, the current state of affairs – including the products and services that private institutions compete with, and the likely futures of private higher education institutions.

SESSION 1 – PETER KARMEL TRAVEL AWARD, 2010

CONSTITUENT MANAGEMENT FROM FIRST ENQUIRY TO ALUMNI: A COMPARATIVE STUDY OF BEST PRACTICE ACROSS A RANGE OF AMERICAN UNIVERSITIES AND INSTITUTIONS.

JENNIFER RITSON

UNITEC INSTITUTE OF TECHNOLOGY

Jennifer Ritson has been working in the New Zealand Tertiary Sector for 16 years in a variety of roles – both faculty and central services based. Her current role is the Director, Student Services and Administration at Unitec Institute of Technology, Auckland New Zealand.

This project studied a number of institutions across the United States. The institutions visited varied from the large and well known to the smaller niche occupiers. My study has both a comparative and cross cultural focus, and examined the following aspects:

- How do the institutions engage with their enquirers?
- How do their administrative processes facilitate a seamless entry in to their institution?
- How are they structured to process applications and enrolments – degree of centralisation/decentralisation.
- How is the delivery of student services organised?
- How is student satisfaction with the services delivery model measured?
- How are at risk students identified?
- What interventions are in place for them?
- What support mechanisms are in place for identified target groups.
- How do they engage with alumni?
- How well does technology support the entire student life cycle?
- What are their measures of success?

This project was funded by the Peter Karmel Travel Award 2010.

SESSION 2 – TEFMA MAURIE PAWSEY RECIPIENT

MANAGING CRISIS AND BEYOND – AN INTERNATIONAL PERSPECTIVE

MARK DORIAN

UNIVERSITY OF SOUTH AUSTRALIA

Mark Dorian has been at the forefront of service delivery at the University of South Australia, working for the Facilities Management Unit since 1994. As Campus Facilities Manager he is responsible for the delivery of

operational services to the campus; ensuring a safe and secure environment, an appropriate level of amenity, as well as an efficient and effectively operating campus. As recipient of the 2011/2012 Maurie Pawsey Schneider Electric Scholarship, Mark attended the APPA Conference in Denver, Colorado as well as visiting a number of institutions focussing on Crisis Management, Business Continuity, as well as general Facilities Management practices.

As recipient of the 2011/2012 Maurie Pawsey Schneider Electric Scholarship, Mark Dorian examines and compares Crisis Management and Business Continuity frameworks across eight institutions from the US, Scotland and Ireland.

His presentation looks at the differences, the deficiencies and the progression of managing crisis and beyond from an international perspective.

SESSION 3

THE UNIVERSITY OF ADELAIDE HUB CENTRAL – A VISIONARY APPROACH TO STUDENT CENTERED LEARNING

VERA OSTOJIC, MARIANO DE DUONNI, KENDRA BACKSTROM

UNIVERSITY OF ADELAIDE

Mariano De Duonni is a design architect and Principal of Architecture at HASSELL. Joining HASSELL in 1989, Mariano has worked on a diverse range of architectural projects. He has developed a keen interest in education facilities and has been involved in several major tertiary education projects including the award winning University of Adelaide Learning Hub in the capacity of Project Director. Mariano is the Managing Principal of HASSELL Adelaide and is co-head of Architecture for the HASSELL Group.

After graduating from the University of South Australia Kendra worked as an Interior Designer before joining the University of Adelaide in 2006. Whilst at the University Kendra has worked on numerous projects and strategic initiatives. Most recently she was the Programme Director for the Learning Hub Project which aimed to transform student experience on campus. As the leader of this strategic change programme for the University, Kendra was responsible for the delivery of a new \$42 million state-of-the-art collaborative learning facility, as well as engaging with diverse and multiple stakeholders to ensure the success of the projects objectives. She also led the successful co-creation process with the University's student population, which was implemented to ensure the project met student needs and requirements. Kendra is currently working on the University of Adelaide's strategy for Online Student Experience.

Designed to transform the student experience, the University of Adelaide's Hub Central is an ambitious 10,500m² informal learning space, representing the latest environment for student supported self-learning.

Located at the heart of the University of Adelaide's North Terrace Campus, the \$42 million learning hub development offers a flexible, functional and secure space 24 hours a day, seven days a week, to support current and future generations of students in meeting their needs for on-campus learning.

The vision of the Hub project was to deliver the best on-campus student experience within the Australian tertiary education sector. It was to create an exciting and flexible meeting and learning space for the University's diverse population of students, which would simultaneously enrich and expand their University journey beyond the formal learning experiences of the lecture and tutorial rooms.

To capture the needs of the University Community, an innovative consultation process was developed, aimed at delivering a student-centric solution to twenty-first century learning requirements. A raft of complementary student engagement initiatives were implemented, with a view of embedding students in the decision-making process over the life of the project, ensuring a degree of ownership and self regulation over the eventual student facility.

A unique methodology of extrapolating the information from the consultation process enabled clear interpretation and translation of the ideas. This process played a large part in capturing the emotive needs of students and the practical needs of the University to articulate the identity of the space.

Since its opening in September 2011 Hub Central has redefined and recaptured campus life to reflect the educational, social and technological expectations of an increasingly savvy student population.

This presentation will describe; the co-creation and design processes that translated the 'student orientated experience' into the physical environment; why this 24/7 space has been overwhelmingly embraced by the campus community; and the key challenges around managing such a space.

Some of this information has been captured in a short movie which will be shown as part of the presentation.

SESSION 4

FLOODS, FACULTIES AND SUCCESSFULLY SURFING THE WAVES OF CHANGE

MARTIN MCCARRON, JO ALLBUTT

QUEENSLAND UNIVERSITY OF TECHNOLOGY

Problems are only opportunities in work clothes – Henry J. Kaiser

2011 had a difficult birth in Queensland. Brisbane experienced an unprecedented and unplanned for flood event and many parts of the rest of the state were affected by floods or cyclones. The scale of the disaster was potentially overwhelming. But the aftermath brought

out something in the people of Brisbane that many had feared was lost. An ability to cope in the face of adversity emerged in the form of immense resourcefulness and ingenuity. A community spirit re-surfaced. Neighbours and strangers helped one another for no other gain than to help get the city working again. Tools were sourced from loose networks of volunteers, transportation systems repurposed to deploy vast armies of residents who simply wanted to help.

The university too was affected – buildings shut, staff sent home, equipment relocated ahead of rapidly rising waters, vital plant isolated, IT systems failed-over and Data Centers powered down. At the local level crisis was averted and panic avoided by the resourcefulness and innovation of staff galvanised by a clear common purpose. Staff remained unfazed while setting up shop on a different campus, squatting in computer laboratories and using all resources at hand to continue to respond to questions, get students enrolled and help them ease into their new world of university life.

In many ways, it was the unprecedented scale of the environmental challenge and the seeming impossibility of the task of recovery that opened the door to innovative ideas, resourcefulness and the emergence of creative solutions.

The lessons learned from confronting the floods have given us insights that inform our response to major organisational challenges. During 2011 QUT initiated an organisational restructure unprecedented in its scale. The dimensions of the change included; consolidating four faculties into three resulting the establishment of two super faculties; the building of a new \$230 million precinct to house a new institute, high end research and new learning and teaching spaces. All of this coupled with the all too familiar resource constraints, shrinking budgets, reduced staffing levels and the subsequent loss of institutional knowledge. The year ended with organisational structure in place, staff nominated to positions and a very long to do list.

For us, the scope of the ambition for the Science and Engineering Faculty was clear however the detailed plans were not yet in place, processes were not rationalised, systems were yet to be integrated and teams still to be formed. Like any major organisational change in its early stages anxiety and fear were at risk of taking hold. Awareness of the need for change was present; the knowledge of what it would look like was not.

Buoyed by our experience during the floods a clear determination to cope together emerged. A sense of optimism existed along with the certainty that if we didn't yet know how we would, we knew we COULD successfully navigate the challenges of transformation.

We will explain the myriad responses including a few key issues for example; ignoring organisational boundaries, the student experience remaining front and centre of

all we do and previously fiercely guarded territory being challenged and relinquished.

While the 'act of God' in January last year brought destruction and heartbreak to so many, it also precipitated a number of changes for the better in our city and on our campuses. This talk will explore how we are fostering this spirit in our organisational change and highlight some of the green shoots taking hold.

SESSION 5

THE RIGHT BLEND OF ADMINISTRATIVE MANAGEMENT

CATHY COMBER

UNIVERSITY OF AUCKLAND

Cathy Comber is at the University of Auckland, currently the Manager of the School of Chemical Sciences, and previously the School Manager of Architecture. She has been in New Zealand for ten years.

At the University of Cape Town, South Africa, she headed the Registrars Secretariat which included offices of the Senate, Council, Doctoral Degrees Board and Student Discipline. She had an extensive career in Faculty Management mostly in the disciplines of Fine Art and Architecture, with periods of secondment to Commerce and Music.

Cathy has a BCom and Postgraduate Diploma in Human Resource Management.

She is passionate about leadership, and aspires to improve the effectiveness and efficiency of work and teams. She is proactive in making changes which provide an enhanced service and value to relevant stakeholders. Cathy actively encourages teamwork, personal accountability, and commitment to high levels of service.

The right blend of administrative management is having synergies aligned while retaining individual responsibilities.

In a typical administrative office, job descriptions drive what tasks are done and who they are delegated to. The way work was inherited, and the capability of the individual responsible dictates how those tasks are performed. Administrators consequently work in silos, typically populating numerous spreadsheets of lists or reports on their individual workstations, struggling to keep information on these up to date, and even missing overlap in their own work.

A more strategic way of working is to blend these pockets of information, looking for integration wherever reasonably possible; and to make the content available on a wider scale through a networked secure local database, entrusted to the administrative team. On the surface disparate tasks, such as the examples following, have nothing in common, and in large departments are processed by several administrators: tracking security

card issue; forecasting of funds committed to short-term staff; compiling meeting attendance sheets; computer allocations to postgraduates; and planned building decanting. As a starting point all have in common easily identifiable basic information (names) as well as the less obvious yet strategic information (employment end dates).

When this information is brought together within one system, the efficiency gains are significant. The flow of information between administrators becomes seamless with a higher accuracy of live data. Consistency of presentation is more professional.

The database transforms organized storage of records to an effective Information System facilitating each administrator to use the data in a wider, innovative context. As a consequence, better strategic reporting and cross checking, against more reliable data, is enabled.

Given the same information is accessible to multiple users simultaneously, with the right blend of data security and responsibility, the database effectively becomes a 'one-stop shop' for the entire administration group. Shared information is practical as it allows for efficient and reliable back-up and job sharing, quicker training of new staff, and collegial learning of existing staff.

This approach enhances the blending of often under-utilised technology generally available to administrators. Not only do databases have easy tools to manipulate sets of data, but a package such as Microsoft Office has the capability to interface very readily amongst its programmes, making data speedily adaptable. For instance, storing information in MSAccess is easily accessible to create pivot tables in Excel, mail-merged documents in Word, and with one click open an email to a chosen recipient in Outlook. The days of time-consuming cutting and pasting, and sending sections of spreadsheets to each other are eliminated.

Strategic decisions for implementation include finding the right blend of inputting data generated by the administrators in-house, and interfacing data generated by external reports from organisational central databases. Linking organisational reports to the departmental database gives the administrative team the same immediate versatility as using self-generated data.

In summary, the innovation of a departmental database balancing fragmentation and togetherness to its most effective point can transform individual administrators into a well-connected, better informed and more strategically thinking team, using resources better.

This presentation will elaborate on the decision making and design process in setting up systems of this kind including some practical hurdles to overcome, and give an overview of the diverse type of office environments where these systems have been implemented.

SESSION 6

MACQUARIE UNIVERSITY – BUILDING
SUSTAINABILITY INTO PROJECTS OF ALL SIZES – A
SIMPLE APPROACH

MS HILARY BEKMANN

MACQUARIE UNIVERSITY

Hilary Bekmann is the Manager of Sustainability at Macquarie University Property. Hilary has over 6 years' experience in property management, facilities management, strategic planning, stakeholder coordination, project management, people management and business case development.

Her experience includes client roles on major construction projects as well as strategic planning and day-to-day operational management. Her focus is upon aligning sustainability strategy and implementation with organisational drivers to create systemic change.

The right environmental outcomes, student and staff experience, the right information about facilities, demonstrating leadership through vision, the right people.

This Abstract addresses the development and early implementation stages of an Environmentally Sustainable Development Strategy and framework for Macquarie University's Built Environment. The key driver in the strategy's development has been creating the 'right' strategy to align campus management and development with the University's strategic drivers.

The key implementation outputs to date have been the development of an on-line eco-footprinting calculator which allows the University to rate existing buildings, guide design and development systems as well as providing opportunities to integrate building management into learning and teaching activities.

Background and Introduction

During 2011, Macquarie University Property (MU Property) undertook a 'Master Planning Process' to align Property Management and Development with broader University strategic goals. Part of this process was development of a framework to integrate Environmentally Sustainable Development (ESD) Strategies across all aspects of the building management cycle, from concept design, through to construction and asset management.

The strategic process

The vision and systems that were developed respond to:

- How does integrating ESD into the built and natural environments support the strategic business and operational drivers of the University? (why?)
- What environmental, economic, social and governance outcomes are required to support the achievement of the University's strategic goals? (what?)
- What frameworks and systems are required to support a robust and rigorous approach to achieving the identified objectives? (how?)

The stakeholder engagement during the process stages from 'why' to 'how' drove a requirement specification that outlined criteria which needed to be satisfied to determine the 'right' framework to support the strategic vision of the University.

The process identified the following ESD Objectives for University buildings:

- High indoor and outdoor amenity and access
- Living Laboratory(ies) for teaching, learning and research
- Efficiency (in terms of economic, human and natural resource use)
- Ecological, transport and social links to the broader community

The framework for delivery was in four parts covering qualitative and quantitative systems and processes:

- a focus on indoor and outdoor environmental quality through benchmarking
- demonstration projects
- qualitative themes for community building and place-making and
- eco-footprinting

The concept of eco-foot printing has been expanded upon below.

Environment – Eco-Footprinting – The Right Target

The framework's keystone is the development of an online eco-footprinting tool. The tool uses international carbon accounting standards applied to information about occupancy, building materials and operational efficiency to provide a 'planet' rating for a project. It can be applied while the building is being designed to guide decisions, after it is built as an auditing function, to guide refurbishment and other decisions. It is maintained as a database which manages the University's building information and feeds into sustainability reporting.

The real benefits for the University is that it can be applied to any size of project on a per meter or per occupant basis, and it does not need a 'benchmarked equivalent' building, which sometimes does not exist. The target is a visionary one, where global supply and global demand meet at one planet building rating.

Student and Staff Experience and People – The Right People and The Right Lessons

The key theme throughout the strategy is to provide opportunities for activities to link to learning, teaching and research outcomes. That has required the involvement of the right academics to work with the Property team during the tool's development. These academics are now working with MU Property on learning and teaching grants to see how curriculum can be developed to support the use of the tool by students to audit Campus Buildings. We are also looking to a program at University of California Berkley, where paid student interns look at the sustainability outcomes associated with a specific building, to see if it can be developed at the University

to assist in achieving learning and teaching and efficiency outcomes with the lowest possible overhead.

Leadership – Proof of Concept and Next Steps

The leadership task is to drive the University's market towards an understanding of the educational and environmental outcomes of the eco-footprint approach. To date, the University has done two proof of concepts through audits of 5 star Green Star targeted design. The message has been that on a whole of life cycle approach Green Star can sometimes fall far of the mark in terms of adding real value against an eco-footprint standard if credit criteria are not targeted appropriately. For example, the University's study found that if the operational energy targets were 4.5 star NABERS design, there was little life cycle difference in a specific building designed to target 5 star Green Star than in a 'standard' non-Green Star building.

SESSION 7

A NEW STUDENT EXPERIENCE FOR GEN Z AND BEYOND – RMIT UNIVERSITY'S NEW SWANSTON ACADEMIC BUILDING PROJECT

CAREY LYON, DARREN MCKEE

LYONS, RMIT UNIVERSITY

Carey Lyon is one of the founding Directors of the well-known Australian design practice Lyons, and is an Adjunct Professor with the School of Architecture and Design at RMIT University in Melbourne. His practices work was recognised in the year 2000 with the Victorian Architecture Medal and in 2001 by representing Australia at the Venice Architecture Biennale. Carey Lyon was elected as National President of the Australian Institute of Architects in 2006/2007, the peak member body for Australian architects. He is also a Board Member of the Green Building Council of Australia and Chair of its Technical Steering Committee. Lyons work has been extensively published in a range of national and international publications including the Phaidon World Atlas of Contemporary Architecture and the recent Modern Architecture A-Z by Taschen.

Darren McKee is the Executive Director, Property Services at RMIT University. He is responsible for leading a team to deliver the planning, development, management and operation of the University's built environment.

Darren has contributed to strategic planning and development in the tertiary sector for more than 14 years. Holding strategic roles within the facilities management groups at Edith Cowan University, Monash University and RMIT University.

Currently the President of the Tertiary Education Facilities Management Association, he co-authored Edition 2 of the National Space Planning Guidelines; presented papers at TEFMA Conferences; and encouraged many institutions to collect and analyse data for the further research and enhancement of strategic facilities management.

Active student learning spaces are a key emerging trend in both University and TAFE campuses. While many universities have designed progressive teaching and learning spaces at the 'experimental' end of their teaching and learning activities, RMIT has recently completed its new Swanston Academic Building (SAB) which incorporates nearly 100 new spaces designed on new learning concepts. This major new building will provide the University with significant new capability into the future, as well as significantly enhancing the student experience within its city campus. It fully embodies the Conference theme of Innovation and transformation).

The proposed paper, delivered jointly by Darren McKee (RMIT University Property Services Director) and Carey Lyon (Lyons – Principal Consultant and Architects), will provide a case study of the briefing, stakeholder engagement, design and development of this leadership learning project.

The brief for the project developed by RMIT, includes 85 learning spaces, 11 informal student 'portals', accommodation for 800 staff from the Colleges of Business, all within a footprint of approximately 35,000m². Integral to the teaching and learning brief is to achieve high sustainability benchmarks – including both substantive energy reductions, and improved amenity. A further key objective is for the new building to reinforce RMIT's position and character as an urban campus – a campus in the city and of the city.

The design creates a 'vertical campus', rather than a multi-level teaching building, where the journey through the building is connected by student and staff social spaces, or 'portals'. This concept is characterised by a series of double height social spaces, dispersed throughout the building as a main focal point on each floor, providing space for informal student learning. They are characterised by their connection to natural light and air, variety of furniture, and a marked difference to other teaching spaces. This is envisaged to encourage and support the type of peer-to-peer learning traditionally associated with the 'college lawn'. The portals provide students with a place for informal learning, social interaction access to technology, and respite from the formal academic program in a varied array of designs and locations throughout the building.

A diverse range of 85 new learning spaces are provided in the SAB, ranging from 30 to 360 person capacity, each responding to the teaching and learning needs identified by the University through an innovative joint timetabling project run by RMIT and Lyons. The building design responds to a wide range of class sizes and a diverse mix of teaching modes; didactic, collaborative, discursive, project-based group work, team teaching and workplace simulation.

The design process involved intensive engagement with a broad range of stakeholders in the design and selection

of innovative pedagogical styles to develop the brief for a range of learning needs and sizes. This timetabling project will come full circle with the academic selection of learning spaces in the actual project due to begin teaching in July 2012.

This presentation will map the learning 'precinct' design process from start to finish including:

- explaining the user group and workshop process that engaged University stakeholders, including Property Services, timetabling and end users.
- the design of innovative student learning environments, including large scale interactive theatres (180 to 360 seats), spaces which are a hybrid of lecture theatres and tutorial spaces (called lectorials), discursive spaces, project based group spaces and 'conversational' spaces.
- creating a gradient of diverse teaching and learning spaces in order to provide academic staff (and students) with a diverse choice in terms of teaching styles
- outlining the student experience that is embedded into the building, through a series of 10 diverse and innovative student 'portals'
- the sustainability leadership of the project, including Greenstar ratings and Greener Government Buildings initiatives
- using retail space to enhance the student environments
- creating collegiate office environments for academic staff through a designed combination of offices and workstations

SESSION 8

TRANSFORMING AUTOMOTIVE SKILLS TRAINING

STEPHEN TURNER, MARK FREEMAN, JOHN NICHOLAS
TEFMA BUSINESS PARTNER, KANGAN INSTITUTE – AUTOMOTIVE CENTRE OF EXCELLENCE

Mark Freeman is an Associate at Gray Puksand and has many years' experience in planning and design of education and training facilities across the Primary, Secondary, TAFE and University sector.

Through a variety of diverse projects, on-going research and international study tours, Mark is passionately aware of the importance of engaging with the transformations underway in the design of education space. This on-going commitment to innovation is also evidenced in several recent projects being successful in receiving various Architecture and Design Excellence Awards.

John Nicholas is the Project Director for the Automotive Centre of Excellence development and has been instrumental within Kangan Institute in realising their vision to develop a world leading skills training facility.

Johns resolute commitment to the project is evidenced by his strong leadership role through the duration of both project stages, and work now underway for planning of a third stage.

The Automotive Centre of Excellence was first established by Kangan Institute in the Docklands precinct of Melbourne in 2006. Master planned to be developed across several distinct project stages, this unique inner city campus has been envisaged as a catalyst to assist in transforming all aspects of automotive skills training and research, and automotive component and vehicle testing.

The recently completed Automotive Centre of Excellence Stage 2 project is a technologically advanced, energy efficient multi-level campus building, designed to integrate seamlessly with the previously completed Stage 1 facility, and go beyond the notion of conventional classrooms and workshops. It is an exemplar 21st century skills training facility planned and designed in response to current and future skills needs of local, national and the international automotive industry.

ACE Stage 2 has been conceived and developed as a stimulus for change, to replace numerous existing dated and obsolete inner city TAFE campuses which no longer reflects best practice automotive skills training, nor the capacity to accommodate and integrate advances in technology, therefore not meeting staff and student expectations of quality learning spaces and provision of good campus amenity.

The project team responded to the challenge of planning in excess of 14,000 sqm of flexible future proofed training spaces and automotive workshops on an inner city site of less than 5,000 sqm within an overall development height envelope of 20m.

Within these parameters, the team envisaged an efficiently planned multilevel training facility with approximately 50% less floor area, but able to provide the Institute with previously unrealised facility spaces creating further opportunities for interaction and collaboration, supported by world leading training and testing facilities.

The original 'nuts and bolts' project facility brief was redeveloped and 're-visioned' by the project team. This required thorough analysis and assessment of existing skills training practices and processes, substantial audits of vast amounts of practical training tools, demonstration devices and vehicles. There also existed few examples of such multi-faceted automotive skills training facilities, and so parallel with development of the project brief, the project team undertook to research and investigate local and international projects to establish key benchmark functional and operational attributes.

Through collaboratively engaging with a diverse range of project users and facility staff

the project team was able to develop a clear understanding of the diverse range of functional and spatial requirements, equipment and testing facilities, and sometimes complex operational services infrastructure required. By establishing and maintaining ongoing dialogue within and between the multitude of planning

teams, through the design and construction phases, the project team was able to acknowledge previous processes and practices, but advocate for efficient and highly flexible technologically advanced training environments and testing facilities

This presentation will share the approach and challenges experienced by the project team through several years of project development and construction, by illustrating the importance of maintaining information flow, the ability to analyse and translate complex functional and technical requirements, and the ability of this process to accommodate and be responsive to a complex and evolving facility design brief.





SESSION 1

THE ACADEMIC SUPPORT SYSTEMS PROJECT (ASSP): A CASE STUDY

LORRAINE RHIND

CENTRAL QUEENSLAND UNIVERSITY

Lorraine Rhind has extensive experience in the Higher Education Sector in Australia and New Zealand. She has a Bachelor of Business and a Masters of Arts in e-learning. Her current position is Projects and Reviews Officer in the Office of Learning and Teaching at CQUniversity Australia. Lorraine's works with academic and professional staff from faculties, schools and divisions, across the institution. Her main role is to advise staff about program and course policy, review and accreditation requirements.

Lorraine is a member of the Action Group and two Academic Reference Groups associated with the development of the Academic Support Systems Project at CQUniversity.

In July 2007 CQUniversity Council commissioned a Review of Academic Governance, in response to a recommendation arising from the 2006 AUQA audit. One of the recommendations arising from the Review of Academic Governance identified the need to improve the processes relating to program and course approval, review and re-accreditation.

The Academic Support Systems Project (ASSP) was implemented to address this need and to develop a system to streamline business processes that impact on staff and students in the delivery of learning and teaching. The system developed by CQUniversity to undertake this role is Nexus. Nexus is tasked with the integration of a number of processes and databases into a single online system that will be more effective in supporting the learning and teaching governance processes of the university. The Accreditation module within Nexus supports the program development, enhancement, review and re-accreditation processes.

The Accreditation module is being developed based on a suite of Word templates that aim to provide a clear set of procedures to ensure that requirements for internal review and re-accreditation have been addressed. These templates were developed after extensive consultation with academic and professional staff.

The implementation of the Accreditation module aims to provide staff with the ability to easily access and enter all program and course accreditation information and

perform all governance processes online with automated workflows. It will reduce duplication of effort and provide a central repository of all program and course related information, which will enable the university to meet external reporting requirements.

It is envisaged that information held within Nexus will be automatically populated into other systems such as the newly developed *e-course profiles* and *student handbook* thereby reducing staff workloads and duplication of data entry, minimising data entry mistakes and producing enhanced outcomes for students.

Whilst the development of Nexus and the incorporation of the three formerly utilised CQUniversity database systems into one online system has been complex and challenging, it has also provided opportunities for CQUniversity's Office of Learning and Teaching to work collaboratively with Faculties and undertake a number of activities to enhance academic outcomes. These activities include: an audit of programs to ensure alignment with the latest edition of the AQF; mapping of Learning Outcomes with Graduate Attributes and Assessment within courses and programs; and the development of a Coursework Program Framework.

This paper discusses the ASSP and will include the background leading to the perceived need and development of the system. The complexities and challenges faced by the project team including, but not limited to: the rationale for reducing three different systems into one; the multi-campus environments of the university; the business processes of the various user groups; and the different perceptions around the outcomes of the system for these user groups. The presentation will describe the journey of the project so far and how a variety of organisational areas, with different business priorities, have impacted on the development of this project.

SESSION 2

TEFMA STRATEGIC PARTNERS PANEL

In this session you will hear from representatives from three of TEFMA's Strategic Partners. Presenters include;

APPA

GLENN SMITH

BRYN MAWR COLLEGE

DIRECTOR FACILITIES SERVICES

AUDE

DERRY CALEB

AUDE CHAIRMAN

HEFMA

PHILIP NEL

SESSION 3**THE FIRST YEAR EXPERIENCE: A UWS COLLEGE PERSPECTIVE****EVA ING, SUSAN CHANNELLS**

UNIVERSITY OF WESTERN SYDNEY

Eva Ing holds a B Ec. from the University of Sydney, an MBA from Deakin University and is a member of CPA Australia. Eva has held senior management roles in both Corporate Finance and Higher Education sectors, and is now the Senior Manager, Finance and Infrastructure at UWSCollege, responsible for finance, IT and facilities.

Susan Channells graduated from the University of Western Sydney in the late 1990s with a Bachelor of Arts degree and has extensive experience working in Student Administration. After a number of roles at UWS including managing Higher Degree Research Administration, Susan joined UWSCollege in 2008 to manage a major project consolidating student record systems. Susan currently holds the position of UWSCollege Registrar and is responsible for student services across 2 campuses including, systems and compliance, Student Centres, Indigenous support, timetabling and student support.

Susan has a Graduate Certificate in Educational Leadership from the University of Newcastle and is currently working on a minor research project to complete a Master of Educational Studies; Susans area of interest is open access to higher education.

Within the context of Bradley reforms, pathway colleges are emerging as a major contributor to increasing participation rates in higher education. Many pathway colleges offer diploma programs equivalent to first year undergraduate degrees. These programs attract students who have aspirations of going to university but may not have met entrance requirements. Successful pathway college students then attend university in the second year of their program of choice.

UWSCollege is the pathway college for the University of Western Sydney. Located on two campuses, the College provides a unique experience for its students, where all students on campus are pathway/first year students.

This paper explores the UWSCollege student profile and how all infrastructure and student services revolve around the pathways/first year student experience, and prepare students for UWS.

The typical UWSCollege student is a school leaver. Students are drawn from western Sydney communities where higher education participation rates are low; many are first in family to attend university; and many are also from non-English speaking and/or migrant backgrounds. As a region, western Sydney has significant areas of low SES, which translates to UWS in comparison to the sector as having one of the highest participation rates of students from low SES backgrounds.

The UWSCollege student experience includes:

- Everyone on campus is a pathways/first year student. The start of the academic year becomes critically important. Emphasis is placed on enrolment processes and orientation events, as for the majority of students, this will be their first experience with the College;
- College students spend most of their face-to-face time in classrooms accommodating 20 students, and attend fewer lectures. There is therefore a high demand for smaller flat floor teaching spaces. Campuses are also well resourced in terms of computers placed in libraries, labs and student common areas;
- An academic calendar of 39 weeks instead of 26 and three terms instead of two semesters. This is a major operational challenge in terms of access to buildings and teaching spaces for maintenance, and timetabling becomes even more critical as a business process;
- Timetabling where students stay in the same group for most of their classes, developing strong networks and lifelong friendships; and
- On campus student support services geared towards the new student. Student Advisors, Student Activities Officers and Counselling services (from 2012) on each campus, ensuring a supported environment for transition from secondary to tertiary education.

The provision of a specialised first year student experience has now proven successful for UWS and UWSCollege. Results show that the UWSCollege student who would not have otherwise participated in higher education, will by their second year of program perform as well as if not better than their peers who have taken the traditional route. Furthermore, UWS was successful in the 2011 round of SAF/EIF funding to receive \$25.9m for the purpose of expanding UWSCollege onto a further 3 sites. Expansion will take place across two existing UWS campuses in greater western Sydney and a regional site at Lithgow.

SESSION 4**FROM ADMINISTRIVIA TO ENGAGEMENT: LESSONS IN PARTICIPATIVE MANAGEMENT AND EMPLOYEE SATISFACTION AT THE ARC CENTRE OF EXCELLENCE FOR CLIMATE SYSTEM SCIENCE****STEPHEN GRAY, SIMONE PURDON**

NSW. ARC CENTRE OF EXCELLENCE FOR CLIMATE SYSTEM SCIENCE

Stephen Gray is the manager of the ARC Centre of Excellence for Climate System Science and the UNSW Climate Change Research Centre. He has worked at UNSW since 2006. Stephen is also the ATEM Institutional Coordinator at UNSW. He holds an honours degree in social science from Macquarie University. Stephen has a keen interest in career development for professional staff and is also preparing to research interactions between academic and professional staff.

Simone Purdon is the Executive Assistant of the ARC Centre of Excellence for Climate System Science. Simone has been employed at UNSW since 2010, after immigrating to Australia from Canada. She holds a Masters degree in Political Science, and previously worked for the Federal Government of Canada. Simone is an active member of ATEM and has a strong interest in professional staff development.

Administrivia. Senseless bureaucracy. Confounding paperwork. Holding the purse strings. Running errands for our academic colleagues. Do these tasks and descriptions accurately sum up the work of professional staff? Or do they demean and undervalue the important contributions we make?

There is a growing body of literature in Australia and overseas (by authors such as Szekeres, Conway, Whitchurch and Graham) which points to the evolution of the role and status of professional staff in universities. Professional staff are a large and disparate group and it could be argued that compared to their academic colleagues, there isn't the same established culture of collaboration and interaction across – or even within – institutions. Nor is there a single, universal management philosophy applicable to professional staff in the same way as the established collegiate management approach that has traditionally been the norm for academics (White, Carvalho and Riordan, 2011. Birnbaum, 2000. Bessant, 2002). Managers of professional staff are increasingly exposed to corporate styles of management (Szekeres 2006), yet they operate in a broader environment where collegiate relationships are still the overarching paradigm.

For this reason the responsibility for determining an approach to management and staff development often falls on to the local manager or leader – who may or may not have received formal management training due to large variations in what opportunities different institutions offer their professional staff. In turn, the individual's management and leadership style (somewhere on a spectrum from autocratic to laissez faire) will often be the key determinant of employees' job satisfaction as well as the key to their access to career development opportunities. There is a body of management literature that suggests the best outcomes are achieved through participative management. Furthermore participative management approaches are a comfortable fit within the university culture alongside the academic collegiate approach to management.

In early 2012 the professional staff team at the Centre of Excellence for Climate System Science took a gamble; they started planning their own off-campus afternoon retreat to build teamwork and plan for the year ahead. The retreat soon grew to include counterparts from two other Centres of Excellence based at UNSW due to the similarities of their working environments. By giving all professional staff in those organisations an opportunity to come together, interact and share ideas it was hoped networks could be

developed and common solutions could be found to some of the challenges faced by complex, multi-institutional research organisations. There was interest also from the Director of the UNSW Grants Management Office and the University's Senior Research Development Manager who attended the workshop, praised the initiative and offered support for future workshops.

The day's agenda provided opportunities for junior and senior staff of the three centres to interact as equals and for all voices and opinions to be heard. It enabled those people to have a say in the management and direction of their centres. The workshop afforded professional staff the rare privilege of an afternoon away from the office to focus and reflect on their career development and empowerment. Most importantly it was an interactive workshop created by and run for professional staff. The workshop was an excellent example of participative management in action.

In their presentation, we will provide a brief literature review on the topic and philosophy of participative management, particularly how it applies to the higher education context. They will then illustrate principles of participative management with the case study of the combined UNSW Centres of Excellence Professional Staff Workshop as well as reflections from the successful day-to-day running of a research centre that crosses five universities and has a multi-million dollar budget but a much smaller admin team than other similar-sized organisations. The presentation will include perspectives from both a manager and team member's personal experiences of participative management compared to other leadership styles.

Finally, we will attempt to provide transferable skills, ideas and examples to other managers and team members who wish to explore the benefits of adopting participative management and intra-institutional collaborative opportunities in their units, schools or centres.

SESSION 5

BUILDING INFORMATION MODELLING (BIM) AND IT'S ROLE IN FACILITIES MANAGEMENT

SIMON MOYES

ARTRA

Simon Moyes is the Technical Manager for Artra at Micropower Solutions Ltd in Brisbane. He has an extensive IT background with 12 years experience working in the ICT Industry and has been integral in the delivery of major projects in both the UK and US markets. He is an experienced systems administrator, certified Microsoft expert and has extensive knowledge of CAD applications. Simon has worked with in Australia, the UK and North America with such companies as Volvo Construction Equipment, Ingersoll Rand and ARTRA UK.

Since arriving in Brisbane in 2010 Mr Moyes has helped to develop the BIM market and the implementation of ArtrA into that market. His expertise and experience has been welcomed at such conferences as the Revit Technology Conference, where he delivered a paper on BIM.

Over the last 10 years productivity growth in the construction industry has lagged behind other industries. It has been highlighted in one report that a shortage of skilled labour, competition-stifling regulation, inadequate infrastructure and a lack of innovation are behind this loss of productivity.

In answer to this productivity inefficiency Architects, Contractors and Engineers are increasingly embracing innovative building information modelling as a method of improving the visibility, efficiency and control of design and construction data. Owners are now realising the benefits that 3D modelling provides for facilities management and operational control of their buildings while at the same time improving the reporting of sustainability and energy output KPI's via visual workflows. Early adopters have found that the process is generating a cost saving throughout the construction process in the region of three dollars saved for everyone spent and it is expected that the added value will greatly increase this ratio in the operational phase.

Last year the UK government mandated that all projects will be delivered through BIM by 2016. In Australia organisations such as Lend Lease, University of Technology Sydney and The South Australian Health Department are now specifying the delivery through BIM. It is possible that the Federal and State governments may adopt a similar mandating decision to that of the UK in the near future.

BIM in Design:

In design this process makes it possible for architects and engineers to create a virtual building, complete with the entire internal fit-out before construction on a project begins. This allows for new processes that can help with energy analysis, programme planning and discipline co-ordination. It also includes the ability to develop photorealistic visualisations to help everyone comprehend the design intent, including the development of virtual reality environments. As the design moves through schematic design and the accuracy of the virtual building improves, the model can then in turn be relied upon by the contractors for use in the construction of the asset.

BIM in Construction:

After the architects have reached an appropriate level of design development, the model can then be used for construction programming, which is called 4D in the BIM world. This is where the construction programme is applied to show the constructible process in a virtual space. This includes modelling the construction plant and equipment to help identify any potential problems in their placement on site and any issues in the programme

execution. The models also provide materials, quantities and costing information which is considered as the 5th D in the process. The model thus collects and controls the project data in databases such as the ArtrA database, to collect a full historical record of the design and construction process, with the end result being an 'as-built' virtual model.

BIM in FM:

If a Client commissions a fully co-ordinated BIM model comprising the Architectural, Structural, and Services Models with a data rich database complete with the Operations and Maintenance manuals, the Client gains the full benefit from the earlier stages in the process. The Model can then be used to deliver further benefits within the FM operational period such as Preventative Maintenance, Condition Assessments, Health and Safety and Asset Management. This visual interface provides far greater visibility for the FM / AM staff for the maintenance of the Asset which drives greater comprehension and a far greater efficiency in work flow.

SESSION 6

THE LIGHT AT THE END OF THE TUNNEL OF CHANGE: A BLEND OF OPPORTUNITIES FOR A TRANSFORMED FUTURE

JOANNE AUSTIN, SHARON CARLTON

SWINBURNE UNIVERSITY OF TECHNOLOGY

Joanne Austin has worked in the tertiary education sector for 23 years and has held a number of management roles – she is currently a Faculty General Manager at Swinburne's Faculty of Higher Education, Lilydale. She was the Chair of the ATEM Bass Region for over 5 years and is now on the ATEM Council. She holds a Bachelor of Arts degree and Graduate Certificate in Higher Education Teaching and Learning.

Sharon Carlton has worked in education administration for about 15 years and has a Bachelor of Arts (Honours) degree. Her professional education experience ranges from working in and with schools, to spending many years supporting the further education sector through to working in the higher education environment. Her current role is the Executive Project Officer at Swinburne's Faculty of Higher Education, Lilydale.

Joanne and Sharon are both currently studying their Masters degree at the University of Melbourne.

The Australian tertiary education environment is currently undergoing substantial change on a number of fronts. There are changes in legislation; declining funding; declining on-campus and international student numbers due to global economic issues; new private providers in an increasingly competitive market; tech savvy students who want to study in a time, place and space which suits their needs; increased competition for research funding and

the need to increase research outputs; the new 'voucher system'; increasing targets for students from low socio-economic backgrounds; universal education targets... and these are just a few of the challenges!

The environment in which the tertiary sector also finds itself becoming increasingly demand driven with a much stronger emphasis on becoming 'customer focussed'. In addition, universities must meet challenges brought about by 'open source' content, exponential growth in online delivery, ever evolving and new technologies and changing work roles including the blurring of academic and professional staff boundaries.

Like all other universities in Australia, Swinburne University, as a dual sector university, has had to engage with forward planning in preparing for and responding to national and international changes to the tertiary education landscape. Online and blended learning is now a priority with the development of Swinburne Online in partnership with the SEEK corporation, in addition to current arrangements through Open Universities Australia and other partnerships as they arise. Relationships with TAFE have also become more important as pipeline opportunities into higher education through pathways, guaranteed entry and embedded degrees at both undergraduate and postgraduate levels, with a view to ensuring retention of students through the tertiary system and throughout the student life cycle.

This paper explores how the Faculty of Higher Education at Melbourne's Lilydale Campus is strategically transforming and positioning itself to set up the right blend of programs, delivery arrangements, people, space and technology. These strategies are leading to some successes but not surprisingly, have posed a series of challenges which have been simultaneously frustrating and rewarding.

Some of the issues faced by the faculty include high staff turnover in key leadership roles, a review of all the faculty's programs leading to perceptions that the faculty was being targeted for change and the need to re-think academic and administrative quality assurance mechanisms associated with managing for a split in program design and delivery. Amidst this has been an environment of uncertainty, with staff nevertheless rising to meet and surpass those challenges. The faculty has also seen new and emerging roles fall out of the challenges, a blurring of role boundaries and the inevitable review of business functions and structures.

Some questions with which faculty staff have been fairly comprehensively engaged are:

- When will ongoing leadership positions be resolved?
- How does the faculty manage a huge jump in workload when new innovations have been presented for implementation in very short time-frames?
- How can current systems translate across new pedagogical and administrative models?

- What new systems or adjustments are required?
- What does the faculty, and possibly the university, need to lose?
- What management frameworks and models help to contain but not constrain such fast paced change?

This paper applies Quinn and Rohrbaugh's Competing Values Framework and John Kotter's 8-Step process for leading the way into the tunnel of innovation, change and transformation. It takes a journey through a miasma of dead ends and windows of opportunity, heads towards the light of success, and provides some bread crumbs as food for thought for those grappling with similar challenges in getting the right blend.

SESSION 7

PUBLISH AND BE DAMMED?

IAN DOBSON

UNIVERSITY OF HELSINKI

*Dr Ian R Dobson is currently a research director at the University of Helsinki, his first academic appointment. In a career from the early 1970s until February 2005, he worked in planning, data analysis and institutional research at RMIT, the University of Melbourne and Monash. From 2005, he became a freelance data analyst and small-c consultant. He has been involved in many analytical studies over the years, most recently that led to the report *Unhealthy science?* for the Chief Scientist. He also revises English PhDs, papers, policy documents and websites for clients in Australia, Finland, Sweden and Norway. He has been editor of the *Journal of Higher Education Policy and Management* since 1999, and *Australian Universities™ Review* since 2008. He has authored or co-authored about 70 papers published in scholarly journals, and a number of monographs, reports and book chapters. He commutes between Melbourne and Helsinki several times a year.*

This session is held on behalf of the Journal of Higher Education Policy and Management, and is to help and show ATEM and TEFMA members that they should write for the Journal.

SESSION 8

DELIVERING THE RIGHT BLEND FOR PRACTICE-BASED RESEARCH

CHAMPA DE

AUCKLAND UNIVERSITY OF TECHNOLOGY

Champa De graduated with a M.Ed. in Educational Leadership and Policy from the University of Utah and is soon embarking on a PhD in Economics of Education. After mentoring undergraduate and postgraduate students for two years in Western Governors University where all programmes are delivered online she moved to Auckland where she now manages all the 10 postgraduate programmes offered in the School of Art + Design at AUT University.

AUT University's strategic plan incorporates the five themes: learning and teaching; research and scholarship; contributions of staff; engagement with communities; and continuous development, through all of which AUT seeks to widen participation and success in education. The theme of learning and teaching identifies one of its objectives as advancing educational opportunities and success in the diverse communities of Auckland and New Zealand by continuing to expand and grow the participation and success of Maori and Pacific people across disciplines and levels of qualification.

In addition to offering the traditional on-campus research programmes since 2003 the School of Art & Design has adopted the method of blended education for advancing achievements of students residing in far flung areas of New Zealand. The School offers two postgraduate qualifications via blended learning throughout New Zealand including Auckland. The two year Master of Art & Design and the Postgraduate Diploma in Art & Design programmes are driven by students' research interests in all areas of art and design – visual arts, graphics, spatial and fashion design. The majority of research projects are practice-based although all have a theoretical or contextual component.

Delivery of these research programmes is supported by a well established online learning environment. There are regular weekly online sessions from 4pm – 6pm with peers and staff to discuss research interests alongside individual tutorials and this distance learning format is blended with intensive on-campus weekend residencies. The on-campus residencies take place four times a year with two of these at AUT University in Auckland (February and August) where the whole cohort comes together. For the other two residencies (mid and end of year), the student attends their nearest location – either Auckland, or Wanganui or Nelson (depending on numbers), where AUT has an association with the local polytechnics UCOL and NMIT.

In striving to deliver the right blend of learning for a practice-based research programme the challenge as well as the focus has always been on providing an innovative teaching and learning environment. Constant innovations through the years have been undertaken resulting in a well established online learning environment that supports practice-based research projects pursued by distance learners. In pursuit of practice-based research while on-campus students enjoy dedicated individual studio spaces, specialist facilities with extended access hours, and library and learning centre facilities it is important to note that the off-campus students do not have access to these resources. Though they benefit from a flexible library delivery service for our off campus students the right blend, comprised of an effective and innovative online learning environment in conjunction with the traditional on-campus residencies, is critical to achieve the desired outcomes.

To date our off-campus students have been drawn from 12 different cities within New Zealand. Delivering the right blend has transcended borders and has transformed careers. In 2008 the School offered the two year master's programme to a cohort of students residing in Rarotonga within the Cook Islands. This raised new challenges and produced new innovations in teaching. This cohort has successfully completed their practice-based projects and graduated in 2011.

This 30 minute presentation will reveal the journey the staff have taken through the years to deliver the right blend focusing on the innovations undertaken in teaching and establishing an effective online learning environment. Achieving the right blend has been made possible through the untiring efforts of a dedicated and enthusiastic team of teaching and support staff committed to promoting both educational and career success. Staff innovations in achieving and delivering the right blend will be highlighted. Transformed student careers and lives benefiting from the right blend will be revealed.

SESSION 1

LEADING PROFESSIONALS IN AUSTRALASIAN TERTIARY EDUCATION

LINDA MCKELLAR

GRIFFITH UNIVERSITY

Linda McKellar has worked in five universities in four countries during her career. Her major area of focus for the last 15 years has been professional and organisational development for both academic and professional staff. She is Vice President of ATEM and enjoys sea kayaking!

This is a turnaround time for the tertiary sector. To address it, tertiary institutions will have to become more change capable and resilient; but this will not just happen; it must be led.

A survey of professional staff in Australia and New Zealand was undertaken in late 2011 and the findings of the survey will help advance the development of professional and executive leaders in Australia and New Zealand tertiary education institutions in today's increasingly competitive global education market.

The outcome of this work is to provide an evidence-based framework of effective professional and executive staff leadership capabilities and competencies in different roles.

The Association of Tertiary Education Management wants to ensure its professional development support for members and those others in the tertiary sector focuses on what counts.

The presentation will provide:

- the context for the research;
- actions proposed, and
- an invitation to participants to
 - discuss and present their view(s) of the proposed actions;
 - to ask questions, and
 - to become involved in the next stage of the project.

SESSION 2

TRANSFORMING THE WAY THAT CONTRACTS ARE MANAGED TO CREATE SUSTAINABLE OUTCOMES.

ROSS MITCHELL

CHANGING DIRECTIONS

Changing Directions works with Universities such as Flinders University, University of Melbourne, Edith Cowan University, University of Queensland, Curtin University, University of Western Australia, Australian Catholic University and earlier this year assisted Australian

National University in restructuring the contracts for cleaning, accommodation and hygiene services to implement best practice and achieve substantial savings without sacrificing standards.

All of this has led to ANU achieving one of its principal objectives, to have a sustainable contract that provides management processes, which progress them towards their carbon neutrality goals.

The Facilities Management industry is constantly looking for how it can best manage services and deliver contract outcomes with a green future in mind, for example Australian Catholic University has engaged Changing Directions to create a Service Specification and identify contractors capable of performing the services in line with their own and community's new expectations.

In the proposed session we will take the delegates through a case study on Australian National University and Australian Catholic University on how we approached the challenge of creating new levels of accountability and campus wide stakeholder engagement to deliver superior service outcomes, budgetary management and contract performance outcomes.

SESSION 3

CENTRALISED FACULTY STUDENT SERVICES: IS IT POSSIBLE TO OFFER AN ENHANCED STUDENT EXPERIENCE AND MAINTAIN CONNECTION WITH FACULTY STAKEHOLDERS? THE SEQUEL!

DAVID DONNELLY

UNIVERSITY OF NEWCASTLE

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

At the 2010 TEM Conference in Melbourne, the Deputy Academic Registrar at the University of Newcastle presented a paper titled *Centralised Faculty Student Services: is it Possible to Offer an Enhanced Student Experience and Maintain Connection with Faculty Stakeholders?* The paper focused on the views of staff to changes in structure and methods of delivery of student services, particularly in the way Faculty services were delivered following a significant restructure of student services in 2007. The move to a shared services mode was explored.

At this year's conference, the Deputy Academic Registrar will provide an update on what has transpired with the evolution of student services at the University over the last two years.

2012 is likely to be a dynamic year at the University of Newcastle with a new Vice-Chancellor signalling significant change. Will the shared services model survive? Will staff largely serving Faculties remain in the Student Hubs? Have the attitudes of staff changed since 2010 where their views were presented to the TEM Conference by way of a survey?

Background

In 2007, The University of Newcastle introduced four Student Hubs as the primary locations for the delivery of student services at its two major campuses: two Hubs at Callaghan in the western suburbs of Newcastle and one at Ourimbah on the Central Coast of NSW. In addition, a city-based Hub was established at the Graduate School of Business in the Newcastle CBD.

An interesting and unusual aspect of the changes to the delivery of student services at the University was the move – both physical and structural – of the Faculty Assistant Registrars and Program Officers into the Academic Registrar's portfolio. This involved the move by staff who previously occupied offices in close proximity to their Faculties to the Student Hubs.

The Assistant Academic Registrars were given responsibility as the Managers of the Student Hubs. This meant that the Assistant Academic Registrars not only had responsibility for the management and co-ordination of student services in each of their respective Faculties, but also responsibility for the day-to-day management of student enquiry centres with hundreds of enquirers per day from students across the University.

The Student Hubs concept at Newcastle took the one-stop-shop concept further than would normally be expected. Not only could students receive advice and referral about day-to-day issues such as enrolment, fees and timetabling, but also have access to specialist Program Officer staff who dealt with more complex enquiries such as compliance with degree requirements. This, coupled with the opportunity for students to submit assignments at any Student Hub, meant that a large range of student-university interactions were now managed by staff under the one roof.

Method

The ATEM presentation in 2010 reviewed the success of one particular aspect of the Student Hubs, that is, the move to centralise previously Faculty-based student services offered by the Assistant Academic Registrars and the Program Officers who report to them. It assessed the effectiveness of student services – particularly those related to Faculties – under the current arrangements which had existed for over four years. It provided survey results from key stakeholders including students and staff about whether Faculty services can be satisfactorily delivered from a central unit and at a distance from the Faculty. Key stakeholders included students; Faculty Pro-Vice Chancellors; Heads of School; Faculty and School Executive Officers; Assistant Academic Registrars; Program

Officers and other staff working in the Student Hubs.

This year's presentation will provide further analysis of the success or otherwise of the move to centralise Faculty based services. Some important changes have occurred recently which seem to bring into question the University's appetite for this 'service experiment' and at the time of writing the current model looks under threat. All will be revealed in September!

Summary

The overall findings of the survey conducted in 2010 were that most staff, particularly those from the central Student and Academic Services, believed that services to students had improved since the introduction of the Student Hubs. However, there was some concern about the relationships between SAS and Faculty staff and the remoteness of the Hubs staff to their colleagues in the Faculties.

The concerns have only deepened in the last two years and are in large part responsible for the current questioning of the service model.

Whilst overall the Hubs had been considered have a positive effect on the student experience, the placement of the Assistant Academic Registrars and Program Officers in the Student Hubs and as part of the central service unit may have been a step too far.

SESSION 4

ACADEMICS NEVER RETIRE: AN OPPORTUNITY FOR INNOVATION AND TRANSFORMATION

GILES PICKFORD

EMERITUS FACULTY, AUSTRALIAN NATIONAL UNIVERSITY

Giles Pickford BA (Hons) was born in Bombay in 1941. However, he spent most of his early years growing up on a farm near Albany, WA. He was educated at Albany High School and the University of Western Australia where he obtained a BA first class Honours degree majoring in English Literature.

After graduation he spent sometime in a droving team near Shark Bay, WA, before succumbing to a career as a university administrator, specialising in the fields of event organisation, fund raising and public relations in general. He has worked at the University of WA, UNE, AVCC, James Cook University, the Australian Cancer Society, the University of Wollongong and the ANU. He served as an Alderman of the Wollongong City Council from 1985–88 and he has served two terms with the ACT Cultural Council from 1991–96. He is currently the Secretary of the ANU Emeritus Faculty, and Convenor of the ATEM Ghosts: both of them are organisations for retired people.

'During the next 40 years, the over-65's in the population would go from representing one in six people to one in four and those over 85 from one in 200 to one in 20...the younger senior generation is the healthiest, best educated and best resourced to ever stop full time work' Julia

Gillard, Prime Minister of Australia, *Australian Financial Review* 5 August 2011

Fortunately for the ANU, in 2000 a small group of retiring academics organised themselves in a way that would become very relevant in the Australian demographic which would unfold ten years later. This is their story. There is a lesson in the story which needs to be considered by the higher education sector.

SESSION 5

DOES THE CAMPUS MATTER?

CHRIS ALCOCK, JOHN HOLM, PETER JOYCE

SPACE LOGIC P/L, UNIVERSITY OF OTAGO CHRISTCHURCH

Chris Alcock is an architect and strategic consultant specializing in use of space and technology to support organisational and pedagogical innovation. He led the masterplanning team for all University of Otago campuses and continues to work with the University on the strategic planning of its infrastructure and facilities.

Dr John Holm is a sociologist with expertise in the relationship between people and space, particularly in the context of the creation of communities in the academic, health and workplace sector. He is currently advising Queensland University of Technology, University of Technology Sydney and Flinders University.

Professor Peter Joyce is Dean of the University of Otago Christchurch. In addition to his role in leading the University in Christchurch he is a leading medical researcher covering a wide range of areas including psychiatric genetics, neurobiology, neuroendocrinology, personality, psychopharmacology and psychotherapy.

The Christchurch earthquakes that commenced in September 2010 and are continuing have devastated that city and it will be decades before it recovers. In the interim the citizens of Christchurch and its businesses, government and educational institutions are having to 'make do' under the most difficult of circumstances. The City's universities were not spared and the challenges faced by the largest of them, the University of Canterbury, were well documented at last year's TEMC at the Gold Coast.

Less well known in that city is the University of Otago Christchurch (UOC), which operates from a purpose designed building within the grounds of the Christchurch Hospital and from a number of buildings in the neighbouring precinct. With 600 students and 300 staff, UOC is an important part of the University's Division of Health Sciences, both as a senior undergraduate and postgraduate medical teaching centre as well as a major research hub for the University.

Prior to the earthquakes, UOC was studying options for expansion to relieve short term space shortages and to accommodate long-term projected growth. However the earthquakes generated a far more urgent priority. Some of

its premises were destroyed in the earthquakes, and the remainder had to be completely vacated to effect repairs, which are still continuing.

Unlike Canterbury and Lincoln, which have their own campuses and the land to be able to provide temporary on-site accommodation, UOC has no land and for the past eighteen months has had to make do in a network of leased or borrowed premises across the city, none of which were designed for general teaching, let alone the specialist requirements of health sciences.

This experience has caused the University to completely re-think its attitude to the concept of 'campus', the facilities provided therein and the priorities for its re-building. Robbed of the physical environment that is traditionally taken for granted, what are the things that are most missed, and what has been revealed to be less important? The answers to these questions have proven to be highly unexpected. Also tested has been the highly complex relationship between the University and the Christchurch Hospital in the context of both medical research and clinical teaching.

This presentation will address these issues from three different perspectives. Peter Joyce will discuss the University's challenges, the lessons learned from the experience and the new priorities for campus redevelopment, including plans for a major new health sciences research hub and new medical school. Chris Alcock, who developed the original masterplan for the UOC expansion and who has facilitated the University's deliberations since, will overview the translation of these new priorities in a masterplanning context and John Holm will reflect the broader issue of the key elements of the creation of a durable and vital academic and research community and the role of space in supporting this.

The key themes explored will be the relationship between space, place and teaching; medical school and research facilities; masterplanning process and the use of space and technology in supporting communities of practice.

Please note that Professor Joyce's participation will be subject to confirmation. In the event that he is unable to attend an alternate senior faculty member will replace him.

SESSION 6

INGKARNI WARDLI BUILDING – IN-USE EXPERIENCE OF THE FIRST 6 STAR GREEN STAR EDUCATION V1 BUILDING

SHANE ESMORE

UMOW LAI PTY LTD

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

Shane's expertise in green building design is widely recognised for its technical innovation and high performance outcomes. Shanes extensive experience in a variety of highly sustainable commercial, educational, and institutional buildings. Some of Shane's projects include: Kangan Batman ACE, UOA Ingkarni Wardli, ACU National Centre for Health and Wellbeing, University of Hong Kong Centennial Campus, Pixel and Legion House.

This paper examines the Ingkarni Wardli building, the First 6 Star Green Star Education v1 Building and looks in detail at the user experiences in this new and innovative building a year into its life.

Ingkarni Wardli in the Kurna indigenous language means 'place of learning or enquiry'. Originally named the New Engineering building and then Innova 21, the Ingkarni Wardli building houses the University of Adelaide's Faculty of Engineering, Computer and Mathematical Sciences.

The \$100M nine-level building was built to provide world-class and purpose-built teaching, learning and research facilities, and is the largest construction project in the University's extensive redevelopment program. Its state-of-the-art facilities cover more than 11,000 square metres and Ingkarni Wardli also offers innovative, modern and convenient student amenities including a cafe, computer labs, study areas, an exhibition space and 24 hour, seven-days-a-week student access to support resources.

The University of Adelaide's made an early commitment that the project would target the achievement of 6 Star Green Star ratings for both design and as-built. Ingkarni Wardli achieved a certified 6 Star Green Star rating in October 2010, becoming the first project in Australia to achieve this significant feat. The project is also in the final stages of certifying the as-built rating, which is also on track to achieve a 6 Star Green Star rating.

The achievement of a 6 Star rating required the design of a building that integrated numerous new sustainable design technologies. This was a challenge both for the design but also for the local construction market to deliver a highly innovative building in Adelaide's challenging climate. Some of the key features of the design that led to the projects world leading sustainable performance are summarized below:

- A complex façade design incorporating high performance glazing, extensive external shading, daylight redirecting louvers, thermal chimney's and fritted glazing.
- Underfloor air distribution through a raised floor plenum that supplies 100% outside air through individually adjustable floor outlets.
- An active thermal mass cooling system where chilled water pipes embedded in the exposed concrete soffit provide 3 radiant cooling to the spaces below.
- A trigeneration plant that uses a natural gas fired generator to supply electricity, cooling and heating to the building. The plant is designed to run stably in an island mode off grid configuration.

- Large capacity underground rainwater tanks that provide treated rainwater to amenities, landscaping and heart rejection plant.
- Highly efficient mechanical and lighting systems installed throughout.

With so many innovative systems including the trigeneration and radiant cooling systems there was some understandable concern from various parties as to how these systems would perform.

Now with nearly a year of operation since its occupation in late 2010 we can clearly state that the building has performed extremely well. Apart from a few minor tuning items the performance of the building systems has generally exceeded expectations. The innovative air conditioning systems have provided comfortable conditions even in Adelaide's extreme summer heat. The trigeneration system has also been operating automatically and reliably since its final commissioning in November 2010.

The response from the faculty and University to the building has been extremely positive and complimentary to the building. This paper will share the reflections on the building from various users and key stakeholders including the Dean of Engineering, Peter Doud, Property Services project lead Jeremy Kwan and Maintenance Manager Paul Jenkins.

This paper also details actual performance of the building in terms of its energy and water targets, thermal comfort performance and indoor environment quality.

SESSION 8

ARE QR CODES USEFUL TO INCREASE RESPONSE RATES FOR ONLINE SURVEYS?

ROMAIN MIROSA
UNIVERSITY OF OTAGO

Romain Mirosa's works for the University of Otago, Quality Advancement Unit as Surveys Co-ordinator. He is responsible for the coordination of a suite of institutional level surveys and for the analysis and dissemination of data collected via these surveys. The main surveys under his responsibility are: the Student Opinion Survey, the Graduate Opinion Survey, the College Residents Survey and the Australasian Survey of Student Engagement. Romain is also responsible for coordinating occasional special topic surveys at institutional level. His research interests include: Survey Data Collection Methods, Innovative Use of Institutional Data, Awareness and Experience of Research Amongst Undergraduate Student Populations, Student Evaluations of Teaching.

QR Codes (Quick Response Code) were first used in the automotive industry in the mid-1990s. QR Codes are a type of matrix barcode which can be quickly read and can contain large amounts of data. The recent advent of mass ownership of smartphones and tablets has enabled

the use of this technology in many other sectors as most modern handheld devices have the capability to scan QR Codes. Nowadays QR Codes are widely used by the marketing industry and are commonly placed on packaging as a way to attract consumers to the brand's website. The higher education sector is not exempt from this trend and the potential for using QR Codes to support learning teaching and assessment is starting to be investigated (Ramsden, Jordan, 2009).

This presentation will investigate another potentially useful application of QR Codes in the context of the higher education sector. The findings of a research project (to be conducted in April 2012) examining the impact of the use of QR Codes as a way to attract respondents to a web-based graduate survey will be presented. To establish the impact of QR Codes on response rates the sample of a

major survey of graduates (sent to 1050 recipients) was divided into two groups. One will receive an invitation letters containing a QR Code and a control group which will receive a letter without a QR Code. To enable further analysis of possible difference amongst users of QR Codes each QR Code contains an individualized url which enable the researcher to identify the socio-demographic characteristics of QR Code users. During the presentation a particular emphasis will be put on the practical challenges created by the use of the QR code technology to conduct surveys and research projects.



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SESSION 1

LOOKING FOR THE MAGIC!

SUSAN HUDSON, TANYA RUBIN

UNIVERSITY OF WESTERN SYDNEY

Susan Hudson has worked across the universities for a total of 21 years. She has been involved in college management, Student Centre management and more recently was the Manager of the Executive Projects Office where she led the implementation of a new staffing strategy at the University of Western Sydney. This led to her recent appointment as Director, HR Strategy and Services. A role which Susan describes as interesting and not without its challenges day after day, after day!!

Susan holds a BA with a major in Communications, a Graduate Certificate in Business Administration, a Diploma from the Australian Institute of Company Directors and a Masters of Leadership and Management in Education.

Susan has a strong interest in change management processes and excellence in service delivery.

Tanya Rubin has worked in the tertiary education sector for 19 years, during which time she has held various professional staff roles in human resources, faculty management, research administration and corporate services. Prior to working in higher education, Tanya had a long career in human resources in both the television and radio industry, and the public service.

Tanya is currently the Manager, Policy at the University of Western Sydney (UWS) and she also holds a Master of Commerce (Workplace Relations) from UWS. Tanya has a particular interest in university related policy development, delegations and process mapping.

There's no magic wand but a few tips will help! We all look for the magical solution to make life a little easier at work. A manager's/supervisor's role can be one of the most challenging – covering budgets, facilities, OHS, area knowledge expertise, and time and project management just for starters. However, all managers know that possibly the key contributor to a successful operational unit is its staff. A manager's relationship with their staff is not only critical to achieving favourable results but can make the workplace a harmonious, vibrant and stimulating environment. You can't future proof your workforce but you can adopt a strategic approach to develop and retain your talented staff for whatever the future brings. This presentation won't conjure up any magical solutions but will offer some meaningful, pragmatic tips to implement in your working life.

Susan and Tanya, both senior managers, have over 30 years experience across four tertiary institutions. They will share with you their ten 'top tips' to assist you in improving your relationships with your staff. The tips have been developed through personal experience and observations and will cover a mix of practical suggestions, self reflection, and demonstrations of tools that can help put the ideas and strategies into action. They will introduce you to new initiatives that have been instituted at their university to reward and recognise the achievements and contributions of staff. Topics include reward and recognition, advice on connecting with your staff and how to meaningfully engage with them, how to get staff to contribute and keep them interested; suggestions on how to manage yourself and how to better manage your staff; and for when things don't go as planned, some guidance on how to have the difficult conversations.

This is an interactive presentation which will include an on-line demonstration of new reward and recognition initiatives. Time will also be given for the audience to share their own successful managerial tips.

At the conclusion of the presentation you will have a few new ideas and some simple tools to take back and introduce to your working environment.

SESSION 2

INNOVATION AND TRANSFORMATION IN ASSET PERFORMANCE ASSESSMENT ENSURING THE RIGHT BLEND OF ASSET MANAGEMENT STRATEGIES

JOHANN MCDULING, SIMON YOUNG

MCDULING YOUNG PTY LTD

Johann McDuling, founding director of McDuling Young Pty Ltd, a specialist strategic asset management company based in Melbourne, is a Structural Engineer and Asset Management Strategist. His service life prediction model enables the prediction of changes in building condition over time and produce Service Life Curves. These curves are used to develop asset management strategies which align asset service life, available funds and condition-based risks with business objectives. This paper builds on his paper Service Life Prediction beyond the Factor Method for which he received the Best Paper Award at the 11DBMC Conference in Istanbul, Turkey.

This paper looks at an innovative approach to asset performance assessment that enables transformation in strategic asset management processes ensuring the right blend of strategies based on informed decision-making. The approach is aligned with international practice and guidelines such as ISO 15686 Parts 1 to 10: Buildings and Constructed Assets — Service Life Planning, the NASA Deferred Maintenance Parametric Estimating Guide and the TEFMA 'How to Undertake a Facilities Audit' guideline.

Delegates will get information on the latest trends in strategic asset management and learn how they can transform their condition assessment information to the next level without increasing assessment costs by applying this unique and innovative approach. They will also see how they can use assessment information to get an integrated view of asset performance and report this information in a way that enables informed and responsible decision-making ensuring the right blend of asset management strategies.

Firstly the paper deals with the methodology of performance assessment, followed by three case studies where the approach has been applied in the tertiary education sector and closes with an overview of current trends in strategic asset management.

There is a movement away from the common practice of condition assessments or surveys to a more integrated approach that provides for a gap analysis to determine the gap between assessed performance (supply) and required performance standards (demand). An important part of this process is the setting of appropriate performance standards in terms of threshold and target levels. Performance metrics include condition, functionality, utilisation, compliance and risk, providing an integrated view of asset performance enabling informed and responsible decision-making.

An innovative rating system is used to assess all performance metrics to ensure consistency and enable integrated strategic planning. The rating system increases the level of information without increasing the assessment cost, which means more information for the same assessment cost. This common rating system and the use of colour and graphics make reports more user-friendly to non-technical users of the information, ensuring reports are read and understood, and thus solving one of the most common problems and frustrations experienced by facility and maintenance managers.

Unique and innovative Service Life Curves based on 'state-of-the-art' technology are used to predict changes in condition over time and improvement in an asset condition for a nominated dollar. The ability to predict changes in condition also enables the prediction of the remaining Service Life and proactive, appropriate and pre-emptive maintenance interventions and renewal / replacement strategies to ensure continuity in and cost effectiveness of service delivery aligned with business objectives.

Focus is shifting away from the quantification of condition-based maintenance backlog to the gap between current performance levels and the desired performance standards. The approach provides for the translation of visual performance assessment data into \$'s required to achieve desired performance levels. This approach is more palatable to decision-makers than the rather confronting maintenance backlog approach. It empowers decision-

makers to set achievable performance standards subject to financial constraints.

Three case studies, where the approach has been used at two Australian Universities and a TAFE to undertake asset performance assessments and determine appropriate maintenance strategies, will be presented.

SESSION 3

CULTURE CHANGE TO SUPPORT A POSITIVE STUDENT EXPERIENCE

RUTH PRING, NATALIE DOWNING, JAYNE NELSON
UNIVERSITY OF NEWCASTLE

Natalie Downing has a wealth of experience in the student experience and engagement area at the University of Newcastle, spanning 21 years. Her various positions have included Manager, Residential Life, Accommodation Services, Assistant Academic Registrar in the Faculties of Business and Law, Education and Arts and Science and Information Technology. Natalie has also managed three of the University's key student contact centre hubs.

Natalie was General Manager, Student Life for University of Newcastle Services Ltd, before she recently took up her current position as Associate Director, Faculty Services in the Faculty of Engineering and Built Environment. In her current role, Natalie is responsible for the strategic management of the Faculty's administrative and support services.

Ruth Pring is a communications professional with more than ten years' experience in the higher education sector. She holds an honours degree in Communications from the University of Technology Sydney (UTS). Ruth has previously worked in communications roles at UTS, La Trobe University and most recently at Swinburne University of Technology, where she was Associate Director Marketing Communications (International). In 2009 she won the JWT Education Emerging Leadership Award for her work on transforming Swinburne's international student marketing and communications. In 2011 she moved to the University of Newcastle, where she is currently a Project Officer coordinating student experience and engagement initiatives and student communications for the Faculty of Engineering and Built Environment. In this role, Ruth particularly enjoys the challenge of supporting cultural change in the workplace.

Student experience has become a critical marker of the success of an institution. The University of Newcastle has varied results on student experience with some areas measuring considerable success and others in need of improvement. In general, order to improve student experience there are many aspects of service, teaching and environment which need to be evaluated and considered.

The University of Newcastle consistently measures and tracks student experience through surveys and focus groups. Through this evaluation it is clear that to ensure that a positive student focus pervades all aspects of service and delivery, staff attitudes are of critical importance. In short, we need 'buy in' from everyone. Professional staff at every level, all academic staff whether sessional or tenured and at all levels all need to share the goal to make the university experience for students exceptional.

With this in mind, a team of staff in the Faculty of Engineering and Built Environment, funded through strategic project funds by the University Student Experience and Engagement Working Party, began to measure staff attitudes and perceptions about the student experience. The group, with support from the University Planning, Quality and Reporting unit, designed a survey to gauge the views of both academic and professional staff in the Faculty.

This paper will explore the initial 2011 survey findings, outline the actions taken through the Student Engagement and Experience projects and present the results of the 2012 initial staff survey in the Faculty of Science and Information Technology and the 2012 follow-up staff survey in the Faculty of Engineering and Built Environment. Do staff attitudes and perceptions make a difference to the engagement and positive experience of our students?

SESSION 4

UNIVERSITY MANAGEMENT: A STRATEGIC ORPHAN?

MAREE CONWAY

THINKING FUTURES

Maree Conway runs Thinking Futures, a strategic foresight practice that helps people in organisations think beyond the status quo. This is Maree's second career following almost 30 years as a manager across a range of areas in CAEs, TAFE and universities. Maree is about to re-start her PhD on the future of university management with a focus on emerging management models for the future, and new roles for university managers.

The environment in which universities exist has been changing rapidly for some years now and university managers are living that change every day. In particular, the way in which learning and research experiences are designed and delivered in under continuing pressure from 'disrupting' forces pushing in on institutions and the staff who work in them.

These disruptive forces are connected and can't be considered in isolation – educational technology, leadership shifts, a mobile revolution, content curation, new ways of working and the rise of social are but some of these forces already affecting university management today.

While there are clear signals that these forces will continue to strengthen and change the shape and form of the future university, the roles of academics and the student learning experience, scant attention is being paid to those who manage universities, and the changes they will need to make to their roles to facilitate the delivery of new forms of learning and research in the not too far distant future.

The starting point in this session – for the purposes of discussion and pushing beyond status-quo thinking – is that the current way we manage universities is no longer useful. It is time to identify what we need to leave behind, what we need to take into new models of working and how we can take action today to begin to build those new models.

University manager's stand at a tipping point – they can choose to dive in to change flowing rapidly in front of them and work to shape and influence the outcomes or they can continue to tweak and band-aid systems and ways of operating that are failing. Will the university manager be an obsolete role or will it be a role truly integrated into the DNA of the future university?

The question we will start to answer is around how university management needs to change, rather than whether change is necessary. We are well beyond the latter question, and if we push aside, argue against and/or resist this disruptive change, we are wasting time and energy.

This session will be interactive, and deliberately futures focused. Starting from the challenges and disrupting forces we see today, we will explore ideas for new models of university management which will be needed to deal with the impact of change over the next 10 years.

This stance asks participants to come to the workshop ready to genuinely challenge their own thinking and contribute to a wide ranging discussion about re-designing their jobs for themselves and those who follow them.

One of the fundamental underpinning assumptions of the session is that each of us can start to make small changes in our individual work environments that can build over time and contribute to the design of the new ways of working that we will need in the future.

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SESSION 5

THE RIGHT BLEND? A SHARED SERVICES MODEL AT MONASH, REFLECTING ON OUR FIRST YEAR

CONNIE MOGG, JOEL CHIBERT

MONASH UNIVERSITY

Connie Mogg was appointed as the Manager, Research and Revenue Accounting Services for the Faculties of Medicine, Science, Engineering and Pharmacy at Monash University in January 2011. Prior to this role Connie was the School Manager for the School of Public Health and Preventive Medicine also at Monash University, and has also held several administrative positions at both Deakin University and UNSW. Prior to entering the tertiary education sector, Connie worked in administrative roles in both the public and private health sectors.

Connie holds a Graduate Certificate of Commerce from Charles Sturt University and is an Associate Fellow of ATEM.

Joel Chibert was appointed as Monash University's Director, Research and Revenue Accounting services in November 2010 after initially joining the University from the Chartered Accounting profession as its Group Accountant in 2006. Joel is responsible for the University's Research and Revenue Accounting Division (R&R) and led the engagement with the University that resulted in the establishment of the shared service.

Joel has been a director of Monash Health Research Precinct Pty Ltd since 2007, a member of the Monash Investment Holdings Pty Ltd management committee since 2008 and a member of the IITB-Monash Research Academy Audit Committee and the Monash University Intellectual Property Committee since 2010.

Joel holds a Bachelor of Commerce from the University of Melbourne and is a Member of the Institute of Chartered Accountants Australia (ICAA) and the Australian Institute of Company Directors (AICD).

Providing both a cost effective, as well as an efficient administrative service, remains a challenge for most Australian Universities. Often, cost effectiveness comes at the expense of a quality service.

With the requirements for administrative compliance becoming increasingly complex, the importance of not compromising on the quality of administrative services is also increased. But as the demands on funding become more competitive, it has become essential that universities provide these services in a more cost effective way.

As part of an administrative restructure in January 2011, Monash University established the Research and Revenue Accounting Services. Moving to a central reporting line, a team of professional staff was established to provide financial management and advisory services for all non-teaching funding across the university.

Prior to January 2011, financial transactions and reporting activities were undertaken by staff employed directly by Faculties, School and Central Portfolios. While some areas did this very well, other areas were poorly resourced which resulted in inconsistent information, procedures and service – particularly to academic staff. There was also widespread non-compliance with rules and guidelines, mainly due to a lack of access to up to date information, which had the potential to place future funding in jeopardy. In addition, the staff engaged in these duties had various skill levels and knowledge as there was also no collective approach to training. This level of diversity made it difficult for other central areas such as the Monash Research Office and the Central Finance Division to communicate important information. The model was also not cost effective for the university as a whole – as there were in excess of 900 staff who had finance as a part of their role.

While many administrative restructures move the service away from the actual location of the clients to one central area, the Research and Revenue Accounting Services defied this trend by locating specialist teams within the different academic areas across the university – but with a reporting line through to the University's Chief Financial Officer.

The implementation of the new shared services model for research and revenue accounting services, introduced regular monthly reports to all research groups across the university, consistent and up to date advice to researchers on the management of their grants, timely invoicing to funding bodies, accurate GST treatment of revenues, a collective and consistent approach to external audits and reviews by major funding bodies such as NHMRC. It also introduced uniform and regular training in procedures for the staff employed in the hub which helped ensure that all areas had access to the same level of service, and it enabled other areas of the university to communicate information in a consistent manner to one group.

A year on, we share our experiences. Our achievements and what we could have done better.

SESSION 6

CAMPUS AS SUSTAINABILITY RESEARCH CLASSROOM

SU WILD-RIVER

THE AUSTRALIAN NATIONAL UNIVERSITY

Su Wild-River is Deputy Manager of the Australian National University Sustainability Office within its Facilities and Services Division. This office works to deliver environmentally responsible world class infrastructure for the university. Su has been with the ANU Sustainability Office since its inception over 10 years ago, and leads sustainability initiatives in environmental risk management, statutory and internal reporting. Since 2009



Su has also been a manager of the ANU Green Precincts Project, providing a showcase of sustainability leadership. Su runs an annual GreenSteps program, teaching practical sustainability skills to students. She also works as a teacher and researcher and in those roles has convened courses, supervised internships and higher degree research, led research projects and published results. Her work across these areas has brought several grants and many awards to the ANU, including two prestigious international awards and a string of ACT Sustainable Cities Awards.

For more than a decade, The Australian National University (ANU) has actively used its campuses and surrounding communities as interactive classrooms where students research and learn about sustainability in practice. Sustainability projects have encompassed all disciplines and every level of the university curriculum and have focused on diverse environmental issues. The university has benefited by gaining student insights into genuine sustainability questions, while students have gained skills, knowledge and practical experience in tackling real world challenges. The Campus as Classroom approach is a winning blend involving students and other people in environmentally sustainable facilities management. The results have benefited the ANU brand, bringing international acclaim and promotional benefits including a contribution to the ANU Green Precincts Project.

The paper will present case studies of the application of the campus as classroom concept. It will describe the right blend of people, leadership, environment which give provide a quality student experience that enhances facilities management and benefits the university brand.

Case studies will include projects focused on sustainability in facilities management across each of the following areas:

- Undergraduate courses including energy and water saving projects,
- Higher degree research, including honours, masters and doctoral projects,
- GreenSteps internships including both internal and external placements,
- Paid internship projects focused within ANU and
- Paid internship projects undertaken through the International Alliance of Research Universities.

Some classic elements of the projects include:

- Interaction with 'real life and real time' data,
- An ensuring challenge in dealing with incomplete information with academic timeframes,
- An incredible willingness and capacity of 'Gen Y' students to take up these challenges and deliver high quality outcomes,
- An exciting learning experience for the students.

Some of the key pitfalls that can undermine benefits for people include poor:

- Scoping of projects with boundaries set too wide,
- Communication of the topic and constraints between academic supervisors, facilities managers and students,
- Agreement of the report format, including the need for an executive summary, costings and disclaimers.

Where those challenges have been resolved, the benefits have included highly beneficial cost effective reports which identify realistic options for implementation. Among the practical benefits delivered at ANU through student projects are:

- Leadership skills among students, who start to actively promote responsible use of the university campus,
- Local, sustainable food served regularly in some halls of residence,
- Data, including waste audits that have helped to reduce reliance on disposable cups,
- Technology, including an I-phone App developed to help students reduce energy and water usage in halls of residence,
- Knowledge of community views on campus values including waterway management and a wide range of environmental management initiatives,
- Proud, confident, skilled-up students who have already made a transition to work through active contribution to the campus environment.

As an example of cost-effectiveness, recent feedback indicated that an ANU GreenSteps project report was 'as useful and well written as one [the host] paid \$60,000 for'. The students had undertaken the project for less than \$3,000, and ANU is to bill the host \$5,000.

SESSION 7

NEXT-GENERATION LEARNING ENVIRONMENTS

SUE WITTENOOM

DEGW ASIA PACIFIC

Sue Wittenoom, Director, Australia and New Zealand, DEGW Asia Pacific

Originally from Perth, Sue brings 25 years' experience in property roles in Sydney across architecture, project and program management and property advisory services. She joined DEGW in 2008 after 14 years with the Lend Lease Group.

DEGWs global Learning Environments team works across academic, community and workplace learning settings. DEGWs Learning Landscape SM approach recognises that learning happens everywhere on campus and considers the full range of spaces for learning. The groups planning process is built around user research and is driven by interactive forecasting rather than standards.

Sue's recent learning environments experience has included master planning roles for UTS and Redlands, Sydney. She has led the planning and briefing processes for new buildings in health and research that bring different groups together to create a new organisational alliance focused on collaboration and innovation.

Models for the design of learning spaces are evolving rapidly. The learning commons concept is now a well understood model for a work environment that elevates group work and engages technology. While the accumulated knowledge of the commons era is still relevant for the design of the next-generation of learning spaces, it fails to provide direction for the new modes of interaction, iteration and invention that new technologies foster.

Today's learners are mobile and connected; they are more visual and experiential learners; and they have high expectations for learning spaces and services. They've grown up in a participatory culture, characterised by deep social connectedness and mass customisation. They operate in an environment with low barriers to participation, where almost everybody creates and shares, and where peer-to-peer learning is strong.

The academic community needs new models for next-generation technology-rich learning spaces that extend the model of the early learning commons to enable the emergence of new kinds of learning environments. Teaching practices are increasingly focused around assignments that assume or prescribe collaborative work – aligning academia more closely with commerce as team-based problem solving emerges as a key competency in successful organisations. Campus settings need to shift, and campus planners need to plan for the full range of physical and virtual spaces in which learning, interaction and discovery take place.

This presentation will explore the development of a model for the design of next-generation learning environments which is being sponsored by the US Institute of Museum and Library Services. The DEGW Learning Futures team is collaborating with North Carolina State University and Brightspot on a two-year project to create a model for planning, operating and evaluating next-generation, technology-rich learning environments.

There are three components to the project: a process-oriented roadmap, a practical kit of parts for a range of new space types, and assembly instructions for use by institutions in planning their own technology-rich learning spaces. The online toolkit will be launched in November 2012. Throughout the year the prototype online resource is freely available to help gather feedback on the tools and resources under development. This session will highlight how institutions can beta-test tools and contribute to the effort to build a useful community resource through open and iterative development.

SESSION 8

CREATING A NEW TEACHING SPACE: TEAM BASED LEARNING LAB

HIMENDRA RATNAYAKE

UNIVERSITY OF AUCKLAND

Himendra Ratnayake is General Manager – Operations for The University of Auckland Faculty of Business & Economics, a post he has held for the past five years. This role includes managing all operational activities including Facilities, Teaching Technology and Business Services.

Himendra has a strong interest in emerging teaching technologies. He has scoped and managed a number of special projects for the faculty including the installation of the new Team Based Learning Laboratory.

Commencing work at the University in 2000, Himendra has held various positions in the fields of management, technology, operations, facilities and multimedia. Prior to joining the University he worked for 10 years in the private sector.

Himendra holds a Bachelor of Science degree and a Diploma in Operations Management. He is also a holder of an MBA from The University of Auckland.

This paper addresses the innovative application of advanced technology together with smart integration of Team Based Learning Pedagogy at The University of Auckland Business School.

In 2010 The University of Auckland Business School reviewed its curriculum to mainly simplify the structure of its core courses and streamline some of the papers that were being offered. This review helped to create two new papers namely Business 101 and 102. The focus was to move away from traditional teaching methodology and place a higher emphasis on real world 'business'.

To accomplish this goal a team based learning approach was selected. This new method has dramatically changed the traditional teaching pedagogy with increased level of interaction between the lecturer and the student, more importantly between student groups.

Team based learning (TBL) was developed by Larry Michaelsen at the University of Oklahoma. This new teaching technique has now been widely used since its development. TBL has been suggested to help students who have little interest in the theory and thus find it difficult to understand the subject in a normal lecture theatre setting. This type of learning can develop vital skills and abilities that are important for businesses, organizations, careers, and industries where many projects and tasks are performed by teams. Learning how to learn, work, interact, and collaborate in a team is essential for success in this kind of an environment.

Lectures that shift from the traditional teaching methods to team based learning style were required to adopt some changes. The Lecturer is no longer a person who just dispenses information but will have to actively manage the overall interactive process, that is to say that facilitator will be more involved in the multi-dimensional teaching environment. On the other hand, students (instead of being passive recipients of information) will need to work collaboratively with the other students to learn how to use the content that has been given to them.

This system of learning was trialled and evaluated in various forms and configurations within The University of Auckland. However it was clear that the usual lecture theatre setup that was used in other courses would not be sufficient to maximise this approach of learning. This meant that a new customised learning space had to be created to facilitate this team based learning approach.

Active participation of the whole class of 120 students is enabled by the innovative configuration of a number of interactive boards, voice activated ceiling suspended microphones, strategically placed six projection screens and the use of twin high definition cameras and multiple projectors. The facilitator is always moving from one group of students to another with the remote (I pad type) control panel where they can access the main switch to manage the AV system in the class. The whole class can participate on advanced 'clicker' type question answer session with real time marking available for them.

Although this room is set up with Wi-Fi, a floor box with power and data has been provided under each learning pod as a secondary source. All of this AV equipment was installed to enhance the team based learning experience to students and also to help the facilitators to better present their material.

In addition to AV integration, there were some important requirements that needed to be met in choosing the right type of furniture for this learning area. Students in this learning laboratory would sit facing each other as a group (as opposed to traditional front facing lecture theatre) and therefore a creative design was needed. Initially the requirement was to accommodate 120 students with a group of 6 per table but no sooner the work began the group size was changed to 8 per table / pod. This created a new requirement of flexible pod size which meant that the work spaces needed to be spaced in such a way that it maximised the room between each group but still allowed the lecturers and tutors to get access to each group with ease.

This area was also created in mind that functions & events could take place during non-teaching period and therefore a cinematic experience had been incorporated with a capacity to record and broadcast a live events.

During the conference presentation, the author will take the audience through a journey from concept design of this dedicated Team Based Teaching Laboratory up to the completion stage. It will also include some video clips with real life class – recorded using the inbuilt system and some interviews with students who have shared their experience.



SESSION 1

SALAD DAYS FOR AN ACADEMIC LIBRARY

MARGARET RUWOLDT, DONNA MCROSTIE

THE UNIVERSITY OF MELBOURNE

Margaret Ruwoldt manages strategy, planning and quality initiatives for the University Library at the University of Melbourne. She has enjoyed a variety of professional roles in the higher education sector over the last 23 years. Though not herself a librarian, Margaret does own several stylish cardigans.

‘One size fits all.’ Does anybody really believe that? Every person is different in some way from everyone else in the world. Every university has its own strategic direction and values. Every academic library is affected by profound change in the higher education sector, in the library and information science (LIS) profession and in its own parent institution. Those changes affect every library in a different way.

In 2005, through an extensive consultation process, the University of Melbourne community – academics and professional staff, student representatives, alumni, business partners and other stakeholders – chose to remake itself as a new type of institution that would be unique in Australia. The academic curriculum was completely revised; new investments confirmed a commitment to excellence in the broadest possible range of academic disciplines; engagement in public discourse and partnerships for social development were actively encouraged. A new management model, based on the principle of subsidiarity, was introduced to support these changes and is gradually being refined and improved.

For most of its 150-year history, the University of Melbourne Library fulfilled the traditional role of an academic library: accumulating collections, making reference works and journals available to researchers and students, offering scholars a quiet place to study, to write and to think.

Changes in the broader University have also wrought profound changes in the Library. Its scope of operations now goes far beyond traditional library services and touches on all aspects of the University’s core activities. New strategic directions and stakeholder expectations require new ways of organising and managing the Library’s activities.

Academic libraries world-wide are facing similar challenges. Their business drivers tend to be closely linked with the strategic direction of the parent institution. Because every university has its own culture and values, because change has been so rapid and profound, there is

no clear roadmap for managing and improving academic libraries. While some experiences and solutions can be shared, each library must find its own way to deliver value to its clients and stakeholders.

The University of Melbourne Library has adopted a pick-and-mix approach to applying frameworks, methodologies and theories to its operations. This case study reviews recent literature about strategy, assessment and management for academic libraries. It examines the successes and setbacks of the Melbourne University Library’s blended management style and concludes with some practice-based observations about how a culture of continuous improvement can be developed and sustained over time.

SESSION 2

DESIGNING THE VISION: THE ROLE OF THE DESIGN COMPETITION IN THE DELIVERY OF UNIVERSITY BUILDINGS

ANDREW HUTSON

THE UNIVERSITY OF MELBOURNE

Andrew Hutson is a Senior Lecturer in the Faculty of Architecture, Building and Planning at The University of Melbourne. Having established and worked in his own architectural practice, Andrew returned to the world of academia in the mid 1990’s and has extensive expertise in the fields of architectural design, communications, and architectural history. He has written about a diverse range of topics including explorations of Roman architecture, the role of computer modelling in the delivery of design teaching and research into the design competition for a new Australian parliament house. This combination of interests serves him well in his current role as the Faculty’s Associate Dean (Resources) where he is currently overseeing the design and construction of the Faculty’s new state of the art building. He is also the current chairperson of the Architects Registration Board of Victoria and an executive board member of the Architects Accreditation Council of Australia.

Large University projects are complex beasts which need to accommodate a wide variety of criteria and interest groups. Within this process the selection of the right consultant design team is paramount.

This paper explores the experience of an international design competition as the means for selecting the architectural team for a new University building; in particular how the choice of method for consultant selection can have critical impact on the design process in allowing for experimentation and innovation.

This exploration is undertaken as a case study of the recent international design competition held for the design of a new facility for teaching, learning and research in the Faculty of Architecture, Building and Planning at the University of Melbourne.

The use of a competition is not always the preferred form of consultant selection within the tertiary sector, with many architectural teams selected from standing panels. This process of selection suits a range of University Capital Works ambitions but may be too narrow for larger scale projects intended to have iconic design status. To be satisfied that appropriate consultants with the requisite skills are selected, the broader net cast through an international competition may be a preferable selection process.

The University's use of a competition in this instance was distinctive as it formed the backbone of a three stage process for the evolution of the final design to achieve the lofty intentions of the Faculty. During the first two stages (the competition), entrants were asked to address four key themes arising from the Faculty's aspirational brief – built pedagogy, the academic environment, the design studio and the living building. In the initial round of the competition, 133 submissions were received from around the world. Assessed by an international panel, five teams were then selected to the next stage to present a designed response to the building brief.

Critically, the design presented by the winning architectural team was not the ultimate project scheme. Instead through assessment of the five designs presented, the University was able to select an architectural partner with which to work to deliver the Faculty's vision for a living, pedagogical building that will be an exemplar of sustainable design and transformative teaching.

Over the past two years, we have worked with the successful partnership of John Wardle Architects (Melbourne) and NADAAA (Boston) and have recently publically launched the final design. Construction for the new \$100m building will commence at the end of 2012.

Architectural competitions have both benefits and potential pitfalls. This paper will interrogate the competition processes employed to tease out the pros and cons of undertaking such an endeavor.

SESSION 3

INVESTIGATING THE IMPACT OF A THREE-WAY COLLABORATIVE SUPPORT MODEL ON THE STUDENT EXPERIENCE AT THE UNIVERSITY OF THE SUNSHINE COAST.

JOHANNA EINFALT, JANET TURLEY

UNIVERSITY OF THE SUNSHINE COAST

Johanna has experience as an educator since 1998 in a variety of teaching institutions, both in Australia and overseas. After completing her Masters in English and in Teaching, she taught in Sydney for several years before moving to Queensland to teach in the Communication Faculty at the Southbank Institute of Technology. In 2004, she took a position as an Academic Skills Adviser at USC. In 2010, she was offered the opportunity to teach Academic

English at one of USC's partner institutions in Germany, Hochschule Fulda.

In addition to performing the adviser role, Johanna remains a registered teacher and has taught in a variety of subject areas at USC including Academic Skills, Writing, Literacies in Education and Innovation.

Johanna's postgraduate studies have focused on teaching English language and communication skills. This area of specialism, coupled with diverse experience gained overseas, has led to an interest in issues related to international students and students from non-English speaking backgrounds.

She is currently developing and delivering academic skill support programs to international students at USC and is investigating ways to maximise the learning outcomes and the successful transition of culturally and linguistically diverse students. In 2010, she spent 12 weeks in Germany undertaking research into the academic transition experience of returned International Study Abroad students.

Students experience assessment as a cohesive whole, but typically receive support in an atomistic way. Librarians assist with finding relevant references, academics teach and support content and Academic Skills Advisors facilitate the use of academic writing. Support for academic and information literacies are often perceived as sitting outside the faculty and, as a result, can be dislocated from each other in terms of content, development, delivery and student engagement. Discourse about the student journey at university highlight the importance of a more holistic approach to course delivery, involving both academics and support staff. At the University of the Sunshine Coast (USC), a small regional university on South-East Queensland, a collaborative support model has been operating in the Business Faculty since 2008 and more recently, due to positive recognition provided by users, it has been replicated in other faculty schools. In the first stage of this model, the Academic Skills Advisor and Librarian team-teach combined embedded skills presentations during lectures, which are contextualised to an assessment task. In the second stage of the model, a collaborative consultative service is offered where students can gain one-on-one assessment support provided by a Librarian, an Academic Skills Adviser and a number of academics assembled in the one location. Early findings from this model have been explored in earlier papers (Einfalt & Turley, 2009, 2009a). An exploration of current literature indicates that a range of models exist which offer student support by tying the support of literacies to the area of study. However, little has been reported on the collaboration between student services, library and course co-ordinators and the idea of providing this three-way support in a common space seems to be a unique approach. The collaborative consultative support concept involves an informal, shared drop-in space where students can gain feedback and support from a range

ITEMC



of staff to generate ideas, see samples, ask questions and compare work with other peers at different stages of the assessment process. This range of support has recently been extended from literacy and content support to include support for well-being, careers guidance and guidance from student mentors. Information gathered from focus groups, surveys, and interviews conducted since 2009 will describe the benefits and limitations of this model from the student perspective. Findings suggest that this model has influence on the student experience by: raising awareness about the process required for researching and writing; promoting peer to peer learning and connections; fostering self-learning and management skills and building confidence by providing support that suits a diverse range of students. In addition to supporting students, the feedback on this model suggests that it also offers valuable professional development benefits and opportunities for the staff members involved. Using group discussion and feedback, this presentation will explore the applicability of this model in a broader context. Participants will gain insight to the model as showcased at the USC and consider the potential for implementing such a model into other contexts, with the aim to further enhance student support and engagement.

SESSION 4

UNIVERSITY STAFFING: DO WE HAVE THE RIGHT BLEND?

DR IAN DOBSON

UNIVERSITY OF HELSINKI

*Dr Ian R Dobson is currently a research director at the University of Helsinki, his first academic appointment. In a career from the early 1970s until February 2005, he worked in planning, data analysis and institutional research at RMIT, the University of Melbourne and Monash. From 2005, he became a freelance data analyst and small-c consultant. He has been involved in many analytical studies over the years, most recently that led to the report *Unhealthy science?* for the Chief Scientist. He also revises English PhDs, papers, policy documents and websites for clients in Australia, Finland, Sweden and Norway. He has been editor of the *Journal of Higher Education Policy and Management* since 1999, and *Australian Universities™ Review* since 2008. He has authored or co-authored about 70 papers published in scholarly journals, and a number of monographs, reports and book chapters. He commutes between Melbourne and Helsinki several times a year.*

In 2010, universities had over 110,000 full-time equivalent staff, including about 17,000 casuals. There were about 27,000 teaching academics and 12,000 research academics, and 55,000 general staff. Does this sound like an appropriate blend of staff? Shouldn't the proportion of teaching academics be higher?

The size of the Australian university sector has increased considerably since 1989, the first year of the so-called

Dawkins Reforms. Since then, equivalent full-time student numbers increased by 146 per cent, but teaching staff numbers by only 43 per cent. In addition, of the growth of about 11,000 teaching staff since 1989, nearly 6,000 has been of casual staff, whose proportion doubled from 12.3 per cent to 24.6 per cent. However, the number of research only academics increased from about 2,500 to over 12,000. Numbers of general staff increased by 56 per cent, to about 55,000 in 2010, but the proportion of general staff to the total has changed little, and is around 58 per cent. One thing that should be taken into account, however, is that outsourcing of activities such as cleaning and security over the past 20 years means that about 1,500 full-time jobs have been moved from the payroll. In fact, given the expansion of universities, it is likely that there would have been an increase at least in proportion to the rest of the general staff increase.

This paper will argue that the nature of change in the higher education system has created a situation whereby the limited resources that should be used to provide more full-time teachers have been diverted into hiring general staff, largely because of poor government policies and acquiescence by universities to those policies. It will also model what the shape of the university workforce WOULD have been like if the patterns in 1989 had persisted.

SESSION 5

STRATEGIC READINESS IN THE HIGHER EDUCATION SECTOR

LIONEL NEWMAN, JOHN VIJJOEN

IEDEX

John Viljoen PhD is the Managing Director of the iedex group of companies. John holds a PhD in strategic management and is the author of the best selling Australian strategy text 'Strategic Management: Planning and Implementing Successful Corporate Strategies'.

John has provided strategy consulting services to the private and public sector over the past 10 years focusing on strategic leadership, transformational leadership and sustainability. Prior to establishing iedex, John was Professor of Management at Deakin University in Melbourne and Director of Deakin's suite of MBA Programs.

Lionel Newman has extensive experience as a senior Executive in both the public and private sectors, Lionel has an established record of strategic leadership and organisational development in diverse and complex service environments.

He specialises in business and workforce planning and in building credible performance measurement mechanisms for organisations.

Prior to his association with iedex as a principal consultant, Lionel was an Executive director at the Australian Crime Commission and a senior corporate director in Australian universities.

In 2012 two sectors of the Australian economy will change forever. The 'Aged Care' sector will begin its transformation under the recommendations of the Productivity Commission Inquiry Report *Caring for Older Australians* and the implications of the Bradley Review of Australian Higher Education Report will force universities and TAFE to embrace more competitive business models. In both sectors empowered consumers will test an organisation's market responsiveness and generate previously unseen levels of competition.

As Bradley foreshadows:

'The more demand-driven, student-entitlement system will require a greater focus on accreditation, quality assurance, evaluation of standards and use of outcomes measures. Placing more choice in the hands of students requires a different approach to quality assurance and accreditation.'

Compounding these quality and governance challenges is the fact that many tertiary institutions are already struggling with smaller schools, courses, research centres and commercial programs operating with modest capabilities, no effective point of market difference and high levels of cross subsidisation. Meeting the challenges generated by deregulation of the higher education (HE) sector is further complicated by the need to address new national quality standards and regulatory arrangements generated by Tertiary Education Quality and Standards Agency (TEQSA) and by the 2012 Excellence in Research in Australia (ERA) process.

In a more contestable consumer-driven environment these factors are likely to further damage some reputations, see an erosion of market share and profitability; inevitably leading to restructuring and downsizing and exacerbate existing pressures on staff and administrators.

For most HE institutions, especially those outside the top tier, the stakes are high. If past experience with industry deregulation is anything to go by decades of competitive advantage could be won, or lost, on the basis of an institution's 'strategic readiness' i.e. its ability to capitalise on the upside of sector volatility in a sustainable manner without being over-exposed to downside risks.

Strategically ready HE institutions will be well placed to develop successful and sustainable local and international commercial operations; to strengthen research outputs and teaching standards, and to develop seamless awards pathways from vocational to higher education. Most importantly they will strengthen institutional sustainability through enhanced 'brand equity'.

In this new era the Strategically Ready HE institution will be one prepared to:

- develop a clear and compelling strategy, including making tough choices about research fields, schools and courses it will grow, maintain or abolish;

- reform anachronistic structures, governance and accountabilities to create organisational flexibility and align core processes and systems with its strategic direction;
- embrace capability based strategy to drive excellence in teaching and research and balance these with commercial acumen and risk management; and
- assess levels of contemporary educational leadership.

In this session we examine the scope and potential impact of these measures and explore some of the mechanisms available to complete evidence-based evaluations of an institution's strategic readiness.

SESSION 6

HONG KONG ACADEMY: INTEGRATING SUSTAINABILITY INTO A HIGH PERFORMANCE SCHOOL

TAI HOLLINGSBEE

GHD PTY LTD

Tai Hollingsbee is a specialist in the design of high performance buildings that strive towards a zero carbon foot print. As an engineer with expertise in architectural science, he has extensive international experience across a range of landmark projects with world leading architects. His portfolio of work includes educational institutions in Australia and the UK, large residential and embassy projects in Africa, 'greening' one of the world's tallest buildings in Chicago, commercial developments in the Middle East and China, and art galleries in Europe.

What would a school which has been purposefully designed as an educational tool on sustainability look like? A school which encouraged students to take a hands-on approach to learning about sustainability, to the point of being able to experiment with sustainable building design features and measure their effects – but where the building design itself is far from an experiment.

This was the design philosophy behind the new Hong Kong Academy campus, which will be located in coastal Sai Kung, Hong Kong. Based on the idea of a communal learning 'village', the vision for the school was not only to be a leading example of sustainable design in the South-East Asia region, but to develop a building where the culture of environmental awareness and minimisation of our ecological impact is manifested in the building design and in how everyone uses the building.

Performance targets of the new building have been set high, with the goal of achieving a 'Gold' rating under the Hong Kong Building Environmental Assessment Method (HKBEAM). Sustainable design strategies have been incorporated into every facet of the building's design. The building envelope has been optimised for solar penetration, good daylight dispersion and insulating from heat conduction. Strategically positioned openings in the façade naturally ventilate the building outside of

the summer season. During hot and humid conditions, the building seals itself and is conditioned with an innovative displacement ventilation system. An advanced Building Management System controls the operation of the building and, coupled with solar thermal systems for hot water generation, wind power and photovoltaic cells for generating electricity, the building will be unique in its aspiration for an intelligent, low carbon emissions education building in Hong Kong.

Beyond the adoption of these sustainable design features, the vision of the building as an educational tool has been realised in a number of ways. Fundamental principles in climatic design for humid environments with passive ventilation, daylight, comfort control, on-site renewable energy and efficient building systems have been purposefully planned into the building in a visible and tangible sense, where staff and students can experience the effects of their operation firsthand.

There is also provision for these features to be tested and a certain degree of experimentation can be carried out during classes for educational purposes.

This paper explores the sustainable design features and strategies used for the new Hong Kong Academy building, and how these have been incorporated with the design philosophy of building user education in mind. The aim here is twofold: firstly, to provide insight into the specific strategies which can be used when designing an exemplary sustainable design educational facility in the tropical climate of South-East Asia; and secondly, to highlight the potential for community education and integration that such a development can achieve.

SESSION 7

INNOVATION AND TRANSFORMATION IN ADAPTIVE RE-USE OF UNIVERSITY FACILITIES

GEOFF STREET

Geoff Street has been a practice Principal since 1985. He is Qld Managing Principal for Suturs Architects overseeing 40 staff in 2 offices in Brisbane and Cairns.

Suturs Architects has 180 staff across 5 offices – including Sydney, Melbourne and Newcastle. Geoff is a Board member of Suturs and also sits on the firms National Executive.

Geoff has extensive experience in all aspects of architecture and architectural practice with particular experience in educational, health, pharmaceutical, laboratories, multi-residential and retail projects. He has completed projects in Queensland, New South Wales, Victoria, ACT, New Zealand and Malaysia.

He is currently involved in projects for QUT, University of Southern Qld, University of Qld, James Cook University and Griffith University.

This paper will explore the dilemma facing many universities as they look to optimise the value of ageing building assets – replace or re-life?

In keeping with the theme of the 2012 conference: 'The Right Blend: Innovation and Transformation', this paper will investigate 'The Right Facilities' and present case studies where the decision to retain and re-life obsolete building stock has been highly successful.

As the dynamic needs and expectations of tertiary institutions rapidly evolve and inter-disciplinary interaction and collaboration builds, campuses need to provide more flexible, multi-functional and connected learning for increasingly diverse cultures and communities.

In step with these changes, the physical design of University facilities has evolved to reflect the demand for more open, flexible and adaptable spaces.

Most established universities find themselves with building stock that does not readily support the evolution in teaching and learning. In many cases, these buildings have heritage significance with major constraints on options for their future use.

Some of the challenges inherent in the re-living of these facilities are:

- Building Code of Australia and Disability Discrimination Act compliance
- integration of building services upgrades into the existing building fabric
- providing open and flexible spaces within existing structural constraints
- improving sustainability, eg reduction in energy consumption, improving air quality, increasing natural lighting without solar gain.

The challenges can generally be overcome – often with spectacular results. A number of case studies will be presented to demonstrate successful responses to demanding physical and cultural environments. The case studies will include:

H Block QUT Gardens Point Campus

H Block is listed as a building of cultural significance within QUT's Gardens Point campus. The brief was to transform the former workshop into a Higher Degree Research studio within the heritage context for students from the faculties of Built Environment and Engineering, and Science and Technology. The objective was to provide flexible, comfortable and creative studio spaces to encourage HDR students to engage, collaborate, write and present their thesis.

Boilerhouse Community Engagement Centre, University of Qld Ipswich Campus

The Boilerhouse Community Engagement Centre facilitates a range of community services as well as training and research activities. The building is a significant landmark within a state heritage listed precinct, the site of a



former mental institution. The adaptive re-use of the former boilerhouse follows conservation best practice methodology and techniques. The architectural language of the centre uses a palette of glass and steel to reinforce the character of the original building, allowing the new insertions to lightly touch the heritage fabric.

Blair and Charles Pavilions, University of Qld Ipswich Campus

The Ipswich campus of the University of Qld contains a wonderful assortment of significant buildings spread across its generous and spacious state heritage listed site. Situated in the south-western corner of the site, the Blair and Charles Pavilions have been vacant for many years. The University of Qld engaged Suters to explore refurbishment options for these structures, both of which are structurally sound and visually prominent. As former accommodation buildings for child and adult patients, their cellular planning provided a serious impediment to functional open planning. It was considered that the best use would be a commercial fitout providing modern office accommodation with training facilities, suitable for a diverse range of internal and external tenants.

Climate Change Facility, University of Western Sydney Hawkesbury Campus

The refurbishment of Building L9 presented an exciting opportunity to reflect the aspirations of a climate change and energy research facility through innovative sustainable initiatives.

The existing building, dating from the 1930's, provided a unique set of challenges to adaptively re-use the building and integrate the requirements of the project brief. A new double storey glass facade encloses an 'environmental atrium' incorporating plants, pedestrian activity and multi-purpose zones to activate the building.

The refurbishment resolved a number of program challenges including a major services upgrade and integration, the incorporation of numerous PC2 laboratories and the improvement of the levels of natural light within the building.

Fisher Library, University of Sydney

In collaboration with Geyer Design and Rubida Research, Suters was engaged to undertake a major upgrade of the significant Fisher Library. The client had undertaken a Conservation Management Plan, which provided a framework for future interventions. Although originally designed as a library when its primary resource was books, the new brief required the culling of one million books, catering for an enlarged student population, modern technologies and flexible learning spaces.

Challenges faced have included non compliant stairwells and balustrades, fire separation and egress, and the integration of new mechanical and electrical services into tight ceiling spaces, whilst protecting the heritage fabric and character.

Conclusion

All of these project outcomes demonstrate that existing buildings – whether protected by heritage significance or not – should be carefully investigated for their potential adaptive re-use and re-living. Whilst there are challenges in functional planning, integration of upgraded building services, and generally a cost penalty, the above examples illustrate that properly planned and executed, older buildings can make a valuable new contribution to the campuses of tomorrow.

SESSION 8

VIRTUAL INCREDIBLE SCIENCE DAY AT THE UNIVERSITY OF AUCKLAND EXTENDING OUR BRAND

LINDA THOMPSON, REBEKAH HOLMES

UNIVERSITY OF AUCKLAND

Linda Thompson has worked at The University of Auckland for nine years. Her current role is Faculty Manager for the Faculty of Science, one of the largest and most complex faculties in The University. In New Zealand, Linda has worked in both the public sector as a secondary school teacher and in the tertiary environment – and in the private sector – in Finance and PR. Her Finance career began in Germany. Linda's diverse experience provides an excellent background for working in the tertiary sector, particularly in a role of such breadth as Faculty Manager.

Rebekah Holmes has worked at The University of Auckland for almost four years, as the Marketing Adviser for the Faculty of Science. Before joining the University, Rebekah worked in the corporate sector specialising in marketing communications. She has experience in a number of industries, including public service, finance and property. Rebekah's keen interest in multimedia solutions and branding has been fostered and expanded in her marketing role at the University.

Virtual Incredible Science Day is an innovative, contemporary and highly efficient mechanism in establishing new relationships with our communities. It provides the platform to reach communities nationally, enhancing the brand and positively promoting science and The University of Auckland. Partly in response to resource limitations, and partly in response to leveraging on new teaching technologies, this event enabled an important connection with remote parts of New Zealand and extended the event's focus beyond Auckland based students.

Over the last years, recent market research has provided data suggesting that national communities outside of the greater Auckland area have a very limited and somewhat disaffected view of The University of Auckland. Numbers revealed that Auckland had less of the national market share of students outside the specific local area compared to other universities in New Zealand. Aiming at year seven and eight students, Virtual Incredible Science Day is an

attempt to introduce the university to distant communities and to build a working learning relationship. For many of these communities, this event would have been the first awareness of Science at The University of Auckland. As a faculty, we were able to promote our science and staff to teachers, parents and young prospective students, as well as provide the opportunity for continued engagement with the University.

Virtual Incredible Science Day is primarily a web-based activity. The generation of young people currently in our schools use web-based tools to interact with their world. The event provides the opportunity for a learning experience using a channel new generations prefer and introduces them to a new outside world. The potential for development and the range of interactive activities is endless. Virtual Incredible Science Day has determined a new, less labour intensive way for the Faculty of Science to engage with the community.

Virtual Incredible Science Day was by no means the first or only attempt at The University of Auckland to connect with targeted communities via the web. The distinction

lies in the promotion and delivery as a finite event with interactive activities and live shows taking place over three days only. It is an excellent way to develop and market a brand. In the inaugural year, over 800 classrooms throughout New Zealand participated. We were able to showcase The University as a fun-based, innovative, student-friendly environment dedicated to the education of young people and striving for excellence.

This presentation will describe the background to Virtual Incredible Science Day, exploring purpose and desired benefits in terms of innovative developments, branding, community engagement and efficient use of resources. The framework and methodology of the event will be explained looking at delivery and outcomes. Finally, best practice and 'where to next' will be discussed with a view to informed discourse.



SESSION 1

UK HE IN TRANSITION IN A CHANGING WORLD: AN INSTITUTIONAL PERSPECTIVE ON TRANSFORMATIONS AT THE UNIVERSITY OF HUDDERSFIELD IN INTERESTING TIMES

NIGEL PHILLIPS

UNIVERSITY OF HUDDERSFIELD

Nigel Phillips has been a university administrator for twenty years, following time as both a chartered accountant and an archeologist. He has headed planning and student records teams at two universities in the north of England. He has a particular interest in widening participation and social inclusivity.

In 2007 Nigel participated in a UK AUA study tour of New Zealand, leading a small team focussing on student recruitment, retention and widening participation. This has left him with a continuing interest in these issues in New Zealand.

The UK has made significant changes in student funding in recent years, with a move away from direct government support to one where students will pay high fees to universities and further education colleges, backed by government loans repaid over 30 years. Fees from 2012/13 will be around three times their previous level, and approaching the fees often charged to international students studying in the UK. This change looks likely to transform the market in England, and across the UK, with a far more volatile market for student recruitment. The government philosophy behind this is that student choices as customers will drive improvements, and alter the range and blend of provision available. Allied to this have been changes in the standard information provided to all applicants, moves to alter the application process, and attempts to differentiate the sector into a clear high cost elite, and a lower cost cheaper localized sector.

The presentation will briefly overview these changes, and their broad impact to date upon the recruitment of UK, EU and international students. Consideration will be given to the likely future impact of these changes, particularly upon the patterns of recruitment of students, the types of student experience provided, and whether increased student choice will in practice be delivered. The impact of these changes upon recruitment of international students will be discussed.

It will then focus on the responses to this changed environment within a single institution – the University of Huddersfield. Huddersfield is an institution of around 20,000 students with a broad teaching range, set in a town of 146,000. The University has moved from a

predominantly teaching focus to embrace research as a means of increasing its prestige and aiding the recruitment of staff and students. International recruitment has increased, and plans are to sustain this. The institution is developing a stronger brand, and the tensions around brand as a concept in HE will be briefly described. The campus has been transformed, with new buildings, fresh social space, and new facilities to aid changing teaching. The means by which changes have been introduced so far, and how more volatile times may affect the institution will be explored, as will the particular impact upon support staff.

A discussion of whether these changes may have wider impacts outside of the UK will conclude the presentation.

SESSION 2

MANAGING CHALLENGES TO SUCCESSFULLY DELIVER THE 6 STAR TYREE ENERGY TECHNOLOGIES BUILDING AT THE UNIVERSITY OF NEW SOUTH WALES

GREG HANNA

CAPITAL INSIGHT

Greg has over 27 years experience in the building and construction industry and is the Education and Research Sectors Leader for Capital Insight Pty Ltd, a specialist independent project management and advisory consulting firm.

Greg has a Bachelor of Architecture (Hons) from the University of New South Wales, is a registered non-practising architect, a member of the Australian Institute of Architects and the Tertiary Education Facility Management Association.

In the last ten years Greg has been working as a consultant in the fields of project management and strategic advisory services. His clients have included The University of Queensland, The University of Newcastle, The University of New South Wales, The University of Sydney and UTS, in addition to a number of other institutional and corporate clients.

Greg is currently Project Director for the UNSW Tyree Energy Technologies Building (TETB) and the College of Fine Arts (COFA) Redevelopment projects.

The Tyree Energy Technologies Building (TETB) has been developed by the University of New South Wales (UNSW) to accommodate research, teaching and administrative facilities for the University's Faculty of Engineering. In particular, the \$125 million 6 Star Design rated facility has been developed with the aim of providing a landmark development at the main entry to the Kensington Campus which integrates with and supplements the current campus infrastructure.

It provides collaborative space for undergraduate and postgraduate teaching and learning as well as research

TEMCO



in the field of energy technology. This includes the establishment of highly serviced research laboratories for 6 separate research groups and teaching, informal learning and administrative spaces spread over the 5 1/2 floors of the 15,000 square metre (gross) building.

The project was partly funded by the Commonwealth Government as part of the initial round of funds allocation from the Education Investment Fund (EIF) in June 2009. The main stage of works was completed on program in mid-January 2012 and the majority of groups have relocated into the building in preparation for commencement of Semester 1 of 2012. Further relocations of research equipment into the building for a key research group are ongoing.

The presentation will focus on the challenges presented to the project management team and the approach they have taken in the successful planning and delivery of the project, including reference to:

- allocation of roles and responsibilities between in-house University project team and the external consultant project management team;
- strategy development for consultant and contractor procurement, which included
- early works and main works contracts and appointment of over 38 consultant disciplines;
- management of the architectural design process following the outcomes of a design competition for the high profile site;
- management of over 15 separate University stakeholder groups (including UNSW
- Facilities Management stakeholders) and the process of consultation, approvals and managing expectations, including that of space allocation;
- scope management to work within budget, quality and program constraints within a novated design consultant framework;
- development and delivery of design initiatives for a sustainable environment, including the process of obtaining the 6 Star Green Star Design Rating (Education) from the Green Building Council of Australia (GBCA) – 1 of only 2 university buildings to have achieved this rating in Australia;
- planning and delivery of the PC2 laboratories, clean rooms and complex engineering services for photo-voltaic and other energy technologies research;
- enhancement of the campus engineering infrastructure, including power generation through photo-voltaic panels and a tri-generation system and the integration of the building with the Kensington Campus Central Energy Plant;
- a multi-stage project completion and handover process;
- completion of the project within the EIF timeframe constraints and an operating campus environment; and development of a multi-media showcase of research activities as an integral component of the building.

The TETB project is an excellent case study of the implementation of innovation in the planning and delivery

processes used for this highly specialized capital works project as well as in the design of this environmentally sustainable facility. The state-of-the-art research and teaching facility transforms a previously under utilised 'front door' location on the UNSW Kensington Campus to enhance the University's teaching and research capability and provide a high profile showcase to market the University's activities.

SESSION 3

WHEN INFORMATION FROM THE COAL FACE FALLS ON DEAF EARS

TRACEY HANSON, LYNDAL MCCULLOCH

UNIVERSITY OF WESTERN SYDNEY

Lyndal McCulloch commenced at the university in 1992. Before the unification of the 3 Western Sydney Universities, Lyndal was the Manager of Enrolments. She completed a Graduate Certificate in Business Administration and a Masters in Technology Manager at UWS. She is currently the Admissions Manager for the School of Medicine.

Tracey Hanson has been at the University of Western Sydney for 10 years. All of her career has been spent in the ever evolving School of Information Technology now the newly formed School of Computing Engineering and Mathematics.

Tracey began her career at the University as Administrative Assistant and now holds the position of School Programs Administrative Coordinator of the Computing and Mathematics Undergraduate and Postgraduate programs in the newly formed School. With the changes of structure more than ever her involvement with students in all aspects of their degree has given her the exposure that brings her to this topic.

'If you're powerful, you are much more likely to be blind and deaf to signals from outside.' Adam Michnik, political activist.

In the University environment being a small cog in a large wheel can be a frustrating experience. How do you get your voice heard? What platform can be used to springboard ideas to those with the authority to make positive changes?

Over time, students have become more discerning when choosing a university. They no longer expect to just graduate with their degree of choice, but to experience a high quality all round student experience on that journey. Professional staff at the coalface, if confident and empowered with strategies to aid and improve that journey will be an even more valuable asset to their university than they currently are.

Certain professional staff at this multi-campus university coalface recognised that increasingly, certain student feedback, suggestions, requests and even complaints weren't being acknowledged, deliberated on and actioned



at a level where a positive difference could be made.

In an endeavour to champion such students, coalface staff recognised they needed to become more solution-oriented by gathering meaningful information and data, summarising same and delivering it to the right people at the right place and time. After all, when the coalface champion the students, and their collective voices – both feel valued.

SESSION 4

STRATEGY IN AN UNCERTAIN FUTURE

NICK BRUSE, TONY INGLIS

LA TROBE UNIVERSITY

Tony Inglis is an experienced strategic and operational executive that has worked across private, public and tertiary education sectors. Through his career spanning the last 2 decades, Tony has proven capacity to develop and implement strategy, effect change and deliver outcomes in complex environments. Tony has worked for organisations including Fairfax Media, the Victorian Department of Primary Industries, UNSW and most recently LaTrobe University as their Executive Director of Strategic Initiatives.

Tony is passionate about strategy and has developed expertise across: business and operational plan development; business case development, resourcing and implementation; change management design and implementation; and mentoring executives and managers through transition.

Nick Bruse is the Principal of Thinc Beyond a leading advisory firm that provides strategic facilitation and consulting services to future-proof organisations and projects.

Nick is highly experienced in Strategic Facilitation, Team Engagement, Business Model Innovation and Venture Development. In recent years he has focused his passion and understanding of organisations, entrepreneurship, technology, business on helping organisations develop implementable strategy. Working at a strategic or hands on level he has facilitated and advised business leaders for much of his career.

Nick's ability to provide advice stems from his skills at introducing a blend of innovation management, business model regeneration, and customer empathy and alignment to future proof organisations. Nick has led initiatives in the government, private and not-for-profit sector.

Strategy cannot be developed in a vacuum, rather it needs to respond to a strategic context.

The Tertiary Education sector is reaching a point of inflexion in its 800 year old business model. Now, it must face changes from its previously stable funding model, alongside dealing with removed restrictions from demand and the possibility of more price elasticity. Furthermore,

the ubiquitous nature of information and 'knowledge' is reshaping what current students see as the definition and experience of 'learning', only amplified with rampant new technologies entering the education sector to cater for the new generation of students.

For many organisations the questions that these changes raise remain unanswered. In some cases, the questions themselves remain unidentified.

This presentation deals with strategic planning in an uncertain environment. It showcases different strategic planning tools and approaches to deal with disruptive change in an institution, business or sector's planning framework, including environmental scanning, Megatrends and business model innovation.

Whilst trying to imagine a future in uncertainty can be incredibly challenging, the nature of the process can prove also to be empowering as a range of strong, previously unexplored value propositions can emerge, creating opportunity for a more prosperous future.

This thinking will be demonstrated with reference to a medium to long term infrastructure planning exercise conducted at La Trobe University and how this process, which must necessarily have a long term planning horizon, responded to the increasing uncertainty of our future.

SESSION 5

THE RISKS AND REWARDS OF UNIVERSITY BUILDING ADAPTATION

CLAIRE MORITZ , STEWART MANN

SINCLAIR KNIGHT MERZ

Claire Moritz is an experienced Economist with a background in efficient and effective infrastructure development. Claire has undertaken a range of projects that assess the economic and policy impacts of asset strategy and provided guidance on how to focus asset management philosophies to attain optimal portfolio outcomes through capital and maintenance design. Claire currently leads SKM's education business in South East Australia with oversight across the planning, development and management of a wide range of projects for the higher education sector. Claire has worked on a number of significant strategic projects for Universities including Deakin, Southern Cross and Swinburne. B.Comm (Hons-Eco), MCommLaw.

Stewart Mann is a Senior Building Services Engineer with a focus on adaptive re-use and sustainability outcomes in a campus environment. Stewart currently leads the SKM Building Services team in Melbourne and has worked extensively in the higher education sector in both the UK and Australia with Design Management (Building Services) roles on projects for University of Manchester, University College Dublin, Deakin, Monash and Swinburne Universities. Stewart prior to taking up his position at SKM worked for one of the UK's leading

Research groups in Sustainable development, Institute of Energy and Sustainable Development (IESD) at DeMontfort University, where he undertook research in sustainable building design and also helped bring the groups research to market in his role as Business Development Manager. B.Eng (Hons- Building Services), MSc Energy and Sustainable Building Design, CEng MEI, CIBSE Low Carbon Consultant.

Universities are facing increasing pressure from their large ageing asset portfolios and a backdrop of tightening competition for external funding. Many are looking at ways to adapt and repurpose their existing building stock and reconsider how their buildings operate. This combined with increased pressure to both attract the best academics and students and grow student numbers at a rapid pace, has forced many institutions to consider both how the portfolio can quickly and cost effectively be adapted to meet the needs of a modern teaching and research institution.

Building adaptation presents significant risk and reward opportunities to a university in how assets and the portfolio are structured. This case study driven presentation will look at the risks and rewards from adaptation and how great design, the latest pedagogy, sustainability improvements, educational and asset management (capital and operational) desires can be met in both the short and long term.

These risk and reward opportunities will be demonstrated through case studies from both Australia and the UK of new investment, capital refurbishment and whole of life assessment and how these have contributed to strong outcomes for the universities involved.

The presentation will cover the key pressures of flexibility, in both space and services planning, and sustainability required in new builds. It will review how educational service delivery may change over the medium and longer term and how by using space flexibly it will also ensure both sustainable design and operational sustainability, and more importantly how such flexibility can be achieved cost effectively. When tied to the increased role of research in Higher Education (for attracting and retaining best talent academics and students), and with particular reference to the space and equipment researchers require to undertake their work, the differing needs of infrastructure that supports both long term and short term goals in research and teaching can be compared and contrasted.

Beyond new investment some of the greatest opportunities for universities in the next few years will be re-use and adaption of existing buildings, with core consideration being the updating of existing services, structure and architecture to enable the re-use and re-purposing as educational and research demands change. Central to this will be ensuring the adapted buildings are sustainable (both environmentally and economically) and also address future flexibility such that as estates mature

they can be continually re-adapted beyond current life expectancies. Fundamental to this need are the decisions made in regards to building services and mapping building adaptation to asset management plans.

We will demonstrate that there is a need for adaption and space flexibility to become a core element of university planning. As buildings have been adapted their systems and functional changes are fully understood, universities will be able to move from capital investment to operational and maintenance investment in the longer term.

In the long term, this will ensure that both capital projects and building adaptations will operate with a focus on flexibility and sustainability. Over the medium and long term this will reduce both operational and capital expenditure and deliver campuses which can cost effectively shift and morph to meet the needs of cutting edge institutions.

SESSION 6

EDUCATION FUTURES: UNIVERSITY GRADS DON'T MAKE THE GRADE

GEORGIA SINGLETON, DR KENN FISHER
WOODS BAGOT

As a Principal of Woods Bagot and an Education & Science specialist, Georgia has continued to provide a strong commitment to the sector's ongoing development within Australia and across the world.

Having worked on a diverse range and scale of architectural and interiors focused projects, Georgia seeks to push traditional building and fitout typologies with dynamic, highly integrated and research-driven solutions.

Most recently Georgia has been involved with the University of Sydney's new Business School, Australian National University's JCSMR Redevelopment, the University of Sydney's TLC Masterplan, the University of New South Wales' Engineering Masterplan and Solar Research Facility, plus the University of Technology Sydney's Building 5 – Teaching and Learning Space.

Dr. Kenn Fisher is recognised as one of the leading learning environment planners practising internationally.

He has over 30 years experience as a teacher, facility and project manager, campus planner and researcher in all educational sectors. He holds doctoral degrees from Flinders and Deakin Universities in Australia and post graduate qualifications in project management and teaching. He is also a qualified structural engineer.

Kenn more recently, as Associate Professor in Learning Environments at the University of Melbourne, combines theory and practice focussing on evidence-based design. In particular he is interested in the transformation of learning through multi-modal forms combining synchronous and asynchronous blended e-learning and

face-to-face experiences with a view to understanding how the campus will evolve to support a 21stC hybrid virtual/physical student experience.

One of the major objectives of most business schools is to produce graduates that are not only capable but also highly sought after by the top business firms.

However, a recent survey commissioned by Woods Bagot and conducted by prominent research firm Global Strategy Group has shown that most business school graduates are nowhere near ready for the work force in the opinion of leading executives.

Woods Bagot oversaw the survey of over 500 elite executives in North America. The results revealed that students are 'somewhat' or 'not at all' prepared for success in the business world and that few graduates who apply for work have the skills needed to succeed in an entry-level position. Even fewer possess the skills they need to advance or be promoted. Recent graduates fall short of expectations on highly-valued attributes like problem-solving, collaboration and written communications skills, while exceeding expectations on little valued social media and technology skills.

However, all hope is not lost for students. With pressure for graduates to be ready to integrate seamlessly into the workforce, it is important to remember that the workforce is constantly evolving. Yet a classroom has been the same for over 100 years. How can our students evolve if their space does not?

This paper explores not only the current research findings but also the solutions. Solutions that will enable graduates to engage with collaborative spaces, learn in flexible environments and come out prepared to meet the challenges of the business world. The spacial response for business schools is education environments that inspire collaboration, drive curiosity and foster leadership. This will enable business schools to prepare students to successfully meet the needs and challenges of 21st century business.

SESSION 7

ESTABLISHING AND FOSTERING COMMUNITIES OF PRACTICE

SALLY NEWTON

THE UNIVERSITY OF MELBOURNE

Sally Newton is a Senior Information Analyst in the Strategy and Planning Unit at the The University of Melbourne. Sally originally trained as a secondary school teacher and taught in Melbourne. In the '90s she left teaching, retrained as an information manager and worked as a collection manager in the University of Melbourne Law Library. In 2008 she worked on the Information Futures project at the University of Melbourne which led to her current role.

In 2009 a year long project to reform the University Library's file share was completed and the project team disbanded. The challenge was to ensure that the new structure of the file share was maintained. There were no additional resources available to ensure this. A community of practice was suggested as a way of maintaining the new structure and ensuring good practice in information management continued.

The University Library comprises four programs Collections, Scholarly Information, Information Management and the eScholarship Research Centre. Staff from Collections, parts of Scholarly Information and Information Management had worked together on the original project. To establish the community of practice Managers from these programs were asked to nominate a Local Information Management 'Expert'.

Fourteen individuals from the three programs were nominated. Four meetings were arranged and held in 2010. A variety of meeting styles and settings were trialled and evaluated. In 2011 the number of meetings was increased to six at the suggestion of the LIMEs themselves. In 2012 ten meetings a year will be held. The role of the LIMEs has been recognised in the Library operational plan and the group is developing a program of activities and professional development across the Library.

The paper reviews the literature on communities of practice. It surveys the development of community of practice theory from the 1990's to the present and explores what constitutes a community of practice and how members of the community create a shared meaning in workplaces.

It describes the lessons learned in the development of this community of practice and how those lessons have been applied to other groups in the Library. It outlines plans for the future and strategies being used to make communities of practice self supporting.

SESSION 8

'HOW ENERGY EFFICIENT IS OUR CAMPUS?'

PAUL COMPTON

MASSEY UNIVERSITY

Paul is currently employed as Facilities Director for Massey University's Manawatu Campus in Palmerston North, New Zealand. Paul has held facilities management appointments in four different sectors including: a major regional authority, commercial insurance national headquarters, defence force property and most recently tertiary education. He has a broad range of professional qualifications that encompasses a time-served marine engineering apprenticeship, a BSc(Hons) in Quantity Surveying and a Master of Technology degree majoring in Energy Management. Paul was elected Member of the Royal Institution of Chartered Surveyors in 1996. Originally from the UK, Paul is based in New Zealand since 2003.

Paul's professional interests include sustainable building and transport and energy efficiency.

Assessing the energy efficiency of the university campus using a benchmarked simulation model, with reference to Massey University's Turitea Campus.

University campuses are large users of energy and the potential financial and environmental savings from good energy management are considerable. Senior executives of the university require reports on key budgets such as energy to be presented in a way that, while accurate, are also succinct. The question, 'How energy efficient is our campus?' is a very important and topical one but it is very hard to answer both accurately and succinctly. There exists a need for a method of summarising the energy performance of the university estate, at a whole-campus level, in comparison to industry benchmarks. No such method for whole-site, rather than building – or infrastructure system-level, assessment of university campuses currently exists.

Current good or best practice in energy benchmarking in the tertiary education facilities management sector was discovered by a Literature Review and Industry Survey. The industry survey included TEFMA members who are experts in the energy management field and also the results of the benchmarking discussion forum at the TEFMA Carbon Footprinting Workshop 2009.

The possible factors that have a significant influence on energy efficiency at a whole-campus level were identified. By means of a Case Study their statistical degree of influence on metered energy consumption at a whole-campus level was analysed using statistical methods.

The most appropriate benchmarking methods for analysis

of energy consumption at whole-campus level were identified. Three new benchmark measures were proposed:

1. Major Factors Driving Campus Energy Consumption. This consists of detailed commentary on the major influences on campus energy consumption and their significance over time.
2. Residual (Undefined) Energy Consumption. This indicates, 'the unknown', the energy consumption that cannot be readily identified and explained, for example by operational factors not easily captured.
3. Ratio of Actual Energy Consumption to Benchmark Target. This is the ratio of the actual total energy consumption (adjusted for weather conditions in that year) with a benchmark target energy consumption. It examines how the campus's energy efficiency is performing in relation to what one would normally expect, given the type, number and age of buildings on site and how that evolves over time.

To test the above a Case Study analysed the Massey University's Turitea campus and useful insights were gained into the current state of, and ways of continuing to improve, the energy efficiency of the campus.

The results of the Case Study are presented. There are some useful findings about what works best for benchmarking the energy efficiency of the whole campus. Also some insights from the statistical analysis are presented, showing what really has the most significant effect on whole-campus energy consumption.

SESSION 1

TRANSFORMING YOUR NEW TEAM – CHALLENGES AND REWARDS

DAVID BRUCE

CENTRAL GIPPSLAND INSTITUTE OF TAFE

David Bruce is Manager of the Yallourn Campus of Central Gippsland Institute of TAFE, located in regional Victoria. As Manager, he leads the academic and administrative staff in the development and delivery of Vocational Education and Training across a diverse range of departments. He has extensive knowledge and experience in HR management, in particular balancing the delicate nuances of Industrial Relations laws and the interests of staff.

Given the opportunity, any person advancing to a new management role would welcome the chance to choose their own team. Why wouldn't they! They'd get to select staff that have the appropriate skills and knowledge, are passionate, hard working, committed and personable – in short, the right people! But unfortunately our system doesn't work that way, nor could it, without significant upheaval.

Taking on a new leadership role is both exciting and incredibly challenging. One of the challenges faced is leading a team of existing staff with all their intrinsic strengths and foibles.

So how does a leader reward and enthuse the more proficient staff whilst improving the performance of others? The development of a strategic approach is crucial to success.

This interactive session will provide participants with an opportunity to share some of their own experiences of taking on a new team of staff, review the impact of poor performance and develop realistic strategies to move forward. Special attention will be given to the integral relationship between Department Heads, Faculty Managers and the HR team.

SESSION 2

BEST PRACTICE FUNDING PROVISIONS FOR THE MAINTENANCE AND RENEWAL OF UNIVERSITY ASSETS (BUILDING & INFRASTRUCTURE) – A REVIEW OF THE STUDY UNDERTAKEN FOR TEFMA, 2011

RICHARD KERR

AQUENTA CONSULTING

Richard Kerr is a Principal of Aquentia Consulting Pty Ltd and a member of the National Executive Leadership

Group. Richard is the Queensland Operations Manager for Aquentia. Richard has extensive experience in the University sector, having been directly involved in some 75 University projects ranging in value to \$200M over the last 25 years. Richard has also developed extensive expertise in the area of strategic facilities management and has completed significant commissions including undertaking a review of Building Construction and Operations Costs for Griffith University and contributing to Strategic and Operational Reviews of Facility Management activities for a number of Institutions. Richard has undertaken the Audits of the TEFMA Benchmark Surveys annually since 2003 and has gained a unique insight and understanding of the issues surrounding the University and Tertiary Education sector.

As far back as 1989 the Society of College and University Planners asked: How much should an institution be spending over the long run to preserve the value of its plant assets to its evolving institutional mission?

In October 2011, Aquentia was engaged by TEFMA to report on the best practice funding provisions for the maintenance and renewal of university assets (buildings and infrastructure).

The review considered:

- a review of existing literature;
- examination of present and past funding of maintenance and refurbishment in Australian Universities as revealed by the TEFMA Benchmark Surveys and
- Aquentia's own work in the industry including the completion of a number of life cycle cost analyses over a range of facilities.

The presentation will seek to present salient points and key findings from our study to members of TEFMA and to explain the benefits that the greater understanding of maintenance and renewal of University assets.

SESSION 3

THE RIGHT STUDENT EXPERIENCE: IS THE GRASS GREENER? SUPPORT FOR THE STUDENT EXPERIENCE IN ONTARIO, CANADA

KATHRYN BLYTH, DONALD REID

AUSTRALIAN CATHOLIC UNIVERSITY

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

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Professional Development and General Committee member for the NSW/ACT Regional Committee.

Donald Reid joined the staff of the Centre of Indigenous Education and Research as a Project Manager in 2011. He brings with him over 25 years of experience in the tertiary educational sector including field research in both Australia and Canada and extensive higher educational managerial expertise. His diverse background includes employment in Australia, Japan, Canada, China and New Zealand. Qualifications include a Master of Arts degree from the University of Alberta and an Honours Bachelor of Arts degree from Trent University in Canada. His experience includes domestic universities such as Australian Catholic University, Macquarie University, University of Technology Sydney, University of Western Sydney, University of Wollongong and Central Queensland University (Sydney International Campus).

With the support of an ATEM grant, the opportunity arose to visit Canadian institutions to investigate student administration and student experience practices there. The visits focused on a three areas of interest. The first was to compare and contrast University student experience strategies including challenges and initiatives in the local context, models of service delivery, business and quality improvement initiatives, staff training for service points, and the use of performance measures.

The second area of interest was articulation and pathway models. The Canadian Province of Ontario has a well-established credit system for students to articulate from community college to university with guaranteed entry or credit for prior studies. The use of credit arrangements is explored from a strategic perspective as well as the practicalities for managing and administering credit arrangements.

The third area of investigation was to examine issues pertaining to transition, access and pathways specifically for First Nations' students. The presentation will cover initiatives utilized at Canadian institutions that support First Nations' students at University.

SESSION 4

YEARS IN THE MAKING: THE INTRODUCTION OF A NEW STAFF APPRAISAL SYSTEM

LUCIENNE TESSENS, ROD DEWSBURY

UNIVERSITY OF WESTERN AUSTRALIA

Lucienne Tessens is the Assistant Professor Higher Education Development in Organisational and Staff Development Services at UWA, her role consists of designing, co-ordinating and delivering programs and workshops that meet the needs of UWA staff, leaders and business units, supporting organisational change and evaluating the impact of these services. Her responsibilities include the co-ordination and facilitation of the Leadership Development for Women (LDW)

Programme. She is also responsible for facilitating of workshops and consulting to organisational groups work teams in the University as required. Lucienne also works as a consultant to external educational groups and has presented workshops on leadership, mentoring, career development, and work-life balance. She is the Chair of the ATEM Western Region.

Rod Dewsbury has worked at UWA since 2008 in the role of Associate Director, HR Policy and Planning, where his brief is to conduct research and policy development on strategic human resource issues affecting the University. Prior to working in the higher education sector, Rod was in the Australian Public Service for over 15 years, in areas ranging from working with jobseekers with disabilities and the long term unemployed, to labour market analysis and workplace relations. Rod's qualifications include an undergraduate major in psychology and postgraduate studies in human resource management and industrial relations.

Twenty-five years ago John Dawkins proposed tertiary education reforms in the 'Higher education: a policy discussion paper' green paper. This heralded a movement towards formal systems of staff appraisal in Australian universities. This paper reports the findings of the most recent performance management project undertaken at an Australian research-intensive university. As part of the pilot program, staff completed surveys which provided an understanding of staff's reactions to the new system. The findings suggest that although the majority of the pilot participants were in favour of its introduction, it remains problematic at a practical and organisational culture level.

The formal performance management process had its origins in 1993 and has been in its present form since 2005. The rationale for the introduction of the current 'professional development review' (PDR) was threefold; to design a performance management regime which aligned the goals of the university to the individual career goals of its employees, to provide a vehicle to deliver the human resources policy framework, and to respond to demand from staff for career development and support. An important principle of the PDR was that it was focused on an employee's development needs and career goals only, rather than an assessment of their performance. The introduction of the Performance Appraisal Review (PAR) in 2012 completed the cycle of performance management with a formal assessment process.

The pilot of the PAR lasted for five months and five areas (two administrative centres and three faculties) participated. Participants were asked to complete a pre-PAR survey anonymously to gain a deeper understanding of staff's initial reaction to the introduction of a performance appraisal system at UWA. A total of 217 reviewees and 69 reviewers completed the pre-PAR survey, with 62% of reviewees and 83% of reviewers indicating an initial positive response towards the introduction of a performance appraisal system at the University. A total of



83 staff completed a PAR online during the pilot period, of which 11 were academics and 72 were professional staff. The post-PAR survey was completed by 66 reviewees and 19 reviewers. The qualitative data from both surveys indicate that there are significant challenges associated with the introduction of the PAR, ranging from the practical to the organisational culture.

The practical issues relate to aspects of performance management which are commonly understood to be the essential precursors of an appraisal system. These are clear standards and expectations, consistent and fair workload allocation and a complimentary system of reward and recognition. The extent to which these facets of performance management exist is as varied as the many schools and business units of the university. The variation covers nearly the entire spectrum from schools which enact all these principles to those which may espouse some but enact none. In this context, the introduction of the PAR was accompanied by the formation of an academic workload advisory committee and a new university wide reward and recognition policy. While there are existing 'standards for academic levels', they are not adequate for the finer distinction of identifying superior performance. The PAR has provided the impetus for schools to actively identify and articulate their expectations of staff.

In addition to the practical issues, there are a number of indicators of cultural resistance which may inhibit the effective implementation of the PAR. In general, universities are governed by collegial processes and some staff do not feel equipped to give feedback to colleagues, especially to those who later may become the supervisor themselves. Academics especially do not embrace PDR and PAR because they are already involved in peer review processes for research and teaching. Performance management systems are seen as a tool for corporate managerialism, too prescriptive and not useful. Some academics may view them as a direct threat against academic freedom and not a top priority in a competitive climate where only publishing research and winning grants are rewarded. In an environment where critiquing others' work provides the model for academic leadership, the cultural shift to coaching and developing employees seems to prove rather difficult.

The introduction of a new staff appraisal system has been welcomed by many professional and academic staff at the University. Nevertheless, the pilot has highlighted the need for clear standards and expectations, consistent and fair workload allocation, and a complimentary system of reward and recognition. Leadership in higher education institutions must entail motivating and enabling staff to perform at a high standard and achieve results. Essentially this includes providing authentic feedback on the individual's progress towards their own goals and those of the university.

SESSION 5

TIMETABLE MODELING: THE INNOVATIVE SPACE PLANNING TOOL – ADDRESSING THE NEED TO BALANCE BENEFITS AND RISKS

JOHN PRYZIBILLA, TOM SANKEY

MOSAIC SPACE CONSULTING

John Pryzibilla is the CEO of the Mosaic Space group of companies, which work with post-secondary education institutions in Australia, New Zealand, the UK and Ireland. Their focus is on the fields of space planning and timetabling.

John pioneered the use of timetable modelling in Australia. He is also the author of the first set of benchmark measures for timetables, which enable institutions to assess the quality of a university timetable beyond the simple measure of space efficiency.

John is a graduate of Flinders University, and has worked in management roles at both of the other two main universities in South Australia. He still calls South Australia home, despite frequent national and international travel.

Tom Sankey worked for fifteen years in the university sector as a lecturer and tutor before becoming involved in administrative aspects of higher education. He became involved in development and planning and was project director of one of the first automated timetabling implementations in Australia.

Since founding Mosaic Software Development he has gone on to developing solutions for universities in Australia and New Zealand in the fields of space planning and timetable solutions. This has ranged from implementing space audit systems to the creation of specialised software to measure space utilisation, and most recently, to investigating space options through timetable modelling.

He is currently one of the directors of Mosaic Software Development and Mosaic Space Consulting which is based in Adelaide, South Australia.

Traditional university space planning has used historic space ratios, and sometimes poorly-informed user estimates of space requirements, to develop detailed plans for new university buildings and campuses.

More recently the innovative use of timetable data, coupled with existing space, enrolment, staffing, curriculum and growth planning data, has enabled the construction of more accurate classroom space models that have resulted in significantly greater space efficiencies. Model construction has also permitted exploration of the possible effects of new approaches to teaching and learning.

This presentation reflects on experience gained through a dozen case studies at different institutions. Applications have encompassed planning or entire campuses, campus

closures, new building construction and refurbishment of existing buildings. Benefits included not only cost savings but also a greater level of confidence in the resulting plans.

However the process also presents the challenges of:

- combining data from different systems,
- using information for purposes other than those first intended,
- getting accurate data,
- understanding the nature and extent of curriculum and teaching delivery change,
- allowing for innovative and flexible future space uses.

SESSION 6

DEVELOPING ENERGY TARGETS FOR EDUCATION LABORATORIES

TIM DEAN

AECOM

Tim is Associate Director Building Engineering and the AECOM Global ANZ Sector Leader for Laboratory and Pharmaceutical facilities, providing business and technical leadership within these markets. Tim is a senior leader within the ANZ and Queensland business on major health and laboratory projects, including research and teaching laboratories, production laboratory facilities and health laboratories.

Tim is a member of the International Institute for Sustainable Laboratories (I2SL) Global Sustainable Laboratories Network Working Group. As a Member of the Australasian Institute of Dangerous Goods Consultants (AIDGC) Tim is particularly involved in the design of dangerous and hazardous goods facilities associated with laboratories.

Throughout the world a number of energy rating schemes exist to allow designers and owners to compare a building's energy use against an established target. The target is then benchmarked against other buildings based on geographic location and energy type.

Australia has rating schemes for office, educational, retail, healthcare, mixed-use and industrial facilities, but not for biological and chemical-based research laboratories. However, the US-based Labs21 program and the UK's HEEPI initiative aim to set benchmarks for laboratory design, construction and operational management, with the HEEPI scheme designed around higher educational facilities.

This work was designed to develop energy targets for a proposed tertiary education and government research laboratory in Brisbane, Australia, now in construction. The work is based on high-level energy audits of six similar facilities in the region and takes into account international laboratory benchmarks and other Australian energy benchmarks.

The audits found there was a reasonable correlation between the different sites in terms of energy usage for various area utilisation types. Correlations between the various sites predicted energy usage and actual utility billing information ranged from 81–112 per cent.

These energy benchmark figures were applied to the proposed research laboratory's space schedules to estimate total annual energy consumption. By redeveloping best practice figures from comparable facilities using other energy benchmark tools, it was estimated that the proposed research laboratory's energy target should be reduced by 28 per cent. The design has been implemented based on these targets.

Using these targets and other design energy benchmarks during the design process will greatly assist the project team in achieving the client's objective of an energy efficient facility.

An expansion of the benchmarking work is now proposed to enable compilation of wider laboratory energy data from throughout Australia and New Zealand, including additional facility types and climate zones. This work will allow region wide comparison with international benchmarks and best practice in assessment of existing laboratory energy performance and in the design of new facilities.

SESSION 7

WHAT CAN RESEARCH INTO LEADERSHIP IN STUDENT SUPPORT AND DEVELOPMENT SERVICES IN AUSTRALIAN UNIVERSITIES TELL US ABOUT LEADING PROFESSIONAL TEAMS?

JOANNA PETERS, JOHN SWINTON

GRIFFITH UNIVERSITY

John Swinton's portfolio includes staff support and development; leadership and management development; health and safety; and supporting major organisational change agendas.

He has held various management positions at Griffith University, including: Manager, Leadership Development Programs; Change Manager, New Age Business Services (People Soft Implementation); HR Consultant (Administration); and Manager, Staff Development. John has extensive experience in staff development and career counselling roles in higher education at Griffith, at the University of Melbourne, at Monash University and through an overseas secondment/ exchange with University College, Cardiff, UK. He has also worked for private and welfare organisations. John was a past Association for Tertiary Education Management (ATEM) Chairperson for the SE Queensland and Northern Rivers NSW region.

Joanna Peters area of responsibility at Griffith covers student support and development services relating to counselling and peer mentoring, careers and employment, welfare and student liaison, health and medical services, chaplaincy and student equity services.

Joanna provides leadership to a team of professional managers, practitioners and support staff working in the realms of student aspiration, well-being, development and success. The quality of programs conducted by Student Services at Griffith has been recognised in three Australian Learning and Teaching Council (ALTC) Awards, and six ALTC Citations for programs that support student learning, and in other national awards. Joanna holds postgraduate qualifications in psychology, education, and management, and has worked in the post secondary sector (VET and higher education) for the past 30 years. She is currently a Queensland Regional Co-Convenor for the Australian and New Zealand Student Services Association.

There is no question that leadership is practiced at all levels in student support and development services in Australian universities, within the institutions, and across the sector. Whilst there is some theorising in the literature about what makes for effective leadership in student support units in higher education more generally, proposed models tend to be normative rather than evidence-based. Most of the leadership research in universities world-wide focuses on executive and academic leadership, with some recent attention to professional units. There is relatively limited empirical research reported from overseas about effective leadership in student support services, and virtually none for Australian universities. Given increasing expectations and scrutiny of professional units in the current climate, and of increasing opportunities for them to influence university strategy and policy, research in this domain is timely.

This presentation will report preliminary findings of research currently underway that aims to identify the leadership styles of senior and mid-level leaders in student support services in Australian universities, and to gauge their sense of efficacy in and satisfaction with their roles. The presenters will explore how these findings can be useful for those in leadership roles in other central support units, who are leading professional teams. Themes discussed will include understanding personal leadership approaches and how to enrich these, leadership framed to respond to particular challenges and contexts, and advice to emerging leaders about effective and sustainable practices.

The presentation will also address aspects of work being done at Griffith University to identify what broad characteristics/behaviours are appropriate in supporting the University's specific strategic direction and culture – what it means to be a staff member in terms of institutional expectations. A key subset of this, of course,

is the set of appropriate leadership characteristics. What are these? Are they any different to broader definitions? How does the context translate them into action? What are the implications for leadership development and support? How can we explore/adapt this and other research to best advantage?

SESSION 8

INSTITUTIONAL PERFORMANCE INDICATORS AND A TWO-SPEED ECONOMY

PHILIP BELL

CENTRAL QUEENSLAND UNIVERSITY

Philip Bell has 15 years experience in the higher education sector, working in a range of roles including admissions, student services, analysis and planning, systems implementation, and project management and planning. He is currently employed as Manager, Student Services, within the Higher Education Division at Central Queensland University, and has research interests including human capital development in regional Australia, the economics of education, and student retention and attrition.

An increased emphasis on monitoring, evaluating and quantifying institutional performance across a range of measures has been a feature of the Australian higher education landscape in recent years. In addition to an increase in the quantity of reporting to various agencies, the nature of this reporting has also substantially changed. The planned publication of a range of quantitative institutional performance indicators via the My University website to assist students with enrolment decisions and a greater emphasis on performance-based funding for research and teaching are two examples of how institutional reporting is progressively changing from a compliance driven activity with a limited audience to an activity that provides information on a range of issues to diverse audiences in Australia and overseas. In coming years, the interpretation of institutional performance data by such audiences will impact upon student enrolments, research and teaching income, and institutional brand and reputation to an extent previously unseen in the Australian higher education sector.

However, despite this rapidly changing industry environment, many parts of the Australian higher education sector have a limited understanding of the key issues beyond institutional performance that drive or have a significant impact upon higher education performance indicators. The relationship between institutions and their key stakeholders, the educational needs of their communities and a range of economic factors all impact to varying degrees on quantitative measures of institutional performance – in several cases to the extent where it can be argued that these external drivers have a greater impact on measures of institutional performance than the institution itself.

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This paper examines the impact of external drivers or influences on a number of performance indicators that are either in use or planned for use by the Department of Education, Employment and Workplace Relations and Department of Industry, Innovation, Science, Research and Tertiary Education for monitoring and evaluating institutional performance. It particularly demonstrates the impact of economic factors on these indicators and how the emergence of a two-speed economy in Australia in recent years creates significant issues in comparing or benchmarking institutional performance at a national level. It further highlights the dynamism of many of the external factors influencing institutional performance indicators, and the difficulties in planning to meet institutional performance targets that are impacted by rapidly changing national and regional economic environments.



SESSION 1

INNOVATIVE APPROACHES, SYSTEMS AND RESOURCES FOR UNIVERSITY POLICY REVIEW

BRIGID FREEMAN

UNIVERSITY OF MELBOURNE

Brigid Freeman is University Policy Officer with the University of Melbourne. She has completed a Master of Education Policy (International) with the University of Melbourne, and is currently undertaking a Doctor of Philosophy examining Australian university policy process.

In recent years Australian universities have developed comprehensive suites of policy to underpin governance instruments and respond to accountability and quality imperatives. This agenda has resulted in a proliferation of centralised, academic and administrative policy documentation. This documentation is maturing and progressively requiring review to reflect government and sector developments, and institutional strategic agendas. This paper examines how universities are shaping their policy review processes to evaluate policy implementation and content to reflect emerging trends and individual institutional aspirations. The paper concludes by discussing some innovative and good practice approaches, systems and resources to policy review aimed at tertiary managers currently grappling with this important challenge.

SESSION 2

SUPPORTING EDUCATION THROUGH EFFECTIVE LIFE CYCLE MANAGEMENT

DONALD MACDONALD, PETER LOCKETT

FLINDERS UNIVERSITY

Peter is a Chartered Surveyor who has held senior positions in the property field in the UK and Australia over a number of years. He is currently the Associate Director, Facilities and Property Management at Flinders University.

Donald is Head of Consultancy at Programmed Facility Management where he has practised since coming to Australia in 2006. Donald has consulted to a number of tertiary education clients including Flinders University, Southbank TAFE QLD and St Paul's College NSW.

This paper critiques historical approaches to the estimating of asset replacement costs over the design life of a property and then considers methodologies that are becoming more popular.

Examples of these historical approaches include:

- Budgeting a consistent percentage of the insured value of the portfolio each year;
- Budgeting a broadly similar amount each year based on the previous years spend; and,
- Using the asset lists prepared and maintained for accountancy purposes to forecast and budget for asset replacement.

It looks at the benefits of these approaches including predictable budgets and a transparent calculation methodology.

However it also identifies shortcomings which are ultimately leaving these strategies poorly placed to support the availability and maintenance of facilities to clients going forward. The shortcomings mean that over time a miss match arises between available funds and funding requirements, consequently:

- The availability of funds reduce;
- Backlog maintenance issues increase;
- Asset reliability is compromised;
- Responsive repairs costs increase;
- Unscheduled service interruptions occur;
- Incidences of premature asset failure occur; and,
- Overall value for money is compromised.

What's more, when using the traditional approach to life-cycle budgeting:

- There is no direct causal link between estimated life cycle costs and the actual performance of the assets; and,
- Estimated life cycle costs assume external factors such as extreme weather events or changes in utilisation do not impact asset life.

For these reasons, when changes occur that compromise the life cycle of the assets, it is challenging to reflect the impact of changes in the budgeted life cycle costs in a transparent intuitive way. In the dynamic, accountable and scrutinised world in which we all operate this causes understandable frustration.

The paper goes on to look at the more scientific and granular methodologies that are beginning to find favour. For which key drivers have included the PPP industry and the increasing scarcity of capital.

Perceived benefits are considered as is the role that they can play in ensuring the provision of the Right Facilities for our educational clients going forward.

Key features of current best practice life cycle modelling include the ability to:

- identify and estimate for life cycle works on the basis of the most likely methodology of asset replacement; either like for like e.g. for boilers and chillers; or composite prices e.g. for toilet or kitchen refurbishment;
- develop estimates for life cycle works based on a practical view of site considerations e.g. demolition,

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disposal, 'works in connection with', obsolescence and professional fees;

- statistically model asset failure behaviour;
- provide reports in standard MS Excel format enabling clients to manage capital budgets over the long-term and recalibrating funding requirements through condition auditing;
- apply differing financial models e.g. sinking fund calculation to lifecycle works or net present values of differing investment options;
- reflect the variances in life cycle performance of assets due to environmental and use factors;
- risk rank asset replacement based on criticality to core business allowing works to be prioritised in a way that is meaningful to the client;
- model the postponement of replacing selected assets; and,
- model the replacement of a comprehensive range of assets.

The various evolutionary steps described in the development of life cycle modelling are illustrated with a number of case studies including:

- Pre-schools, schools and universities;
- Hospitals and Aged Care facilities;
- Prisons and correctional facilities;
- Aquatic centres;
- Commercial office buildings; and
- Houses, apartment complexes and retirement villages.

A detailed case study shall be offered up to illustrate the approach described through the first hand experience of Peter Lockett of Flinders University. Peter shall talk about his key role in implementing the strategies discussed previously at a major local authority in South Australia and subsequently at Flinders University. He shall highlight benefits of the approach that he championed including:

- Managing the expectations of the executive;
- Identifying and re-prioritising works based on funding availability including grants and other forms of third party finance;
- Applying robust, consistent, standardised life-cycle budgeting principles to a widely geographically disparate portfolio; and,
- Informed business cases to which the ROI on life cycle works can be fully considered.

The paper will consider future implications for life-cycle modelling such as carbon pricing and the shift towards creating shared value for all stakeholders from the utilisation and maintenance of assets.

SESSION 3

IT'S THE CULTURE, STUPID! UP IN THE CLOUDS WITH TECHNOLOGY

JOHN SWINTON, JANINE WALKER

GRIFFITH UNIVERSITY

Janine Walker is the Director of the Office of Human Resource Management, Griffith University Adjunct Professor in the Griffith University Business School.

Janine has held significant senior positions including HR Director of Princess Alexandra Hospital, Director of Industrial Relations for Queensland Health and Industrial Director and General Secretary of the Queensland Public Sector Union. Janine has worked as a broadcaster and columnist, served for six years on the Board of the Australian Broadcasting Corporation and was Chair of the Corporations Audit Committee for four years. She has held a range of Government appointments including membership of the Vocational Education Training and Employment Commission and Chair of the Australia New Zealand Foundation. She has been Chair and a member of a number of Commonwealth and State Ministerial Working Parties in areas as diverse as the status of vocational education and training, and employment issues affecting people living with HIV-AIDS.

Janine is a Fellow of the Australian Institute of Management.

John Swinton is the Associate Director (Organisation Development) Office of Human Resource Management, Griffith University.

John's portfolio includes staff support and development; leadership and management development; health and safety; and supporting major organisational change agendas.

He has held various management positions at Griffith University, including: Manager, Leadership Development Programs; Change Manager, New Age Business Services (People Soft Implementation); HR Consultant (Administration); and Manager, Staff Development. John has extensive experience in staff development and career counselling roles in higher education at Griffith, at the University of Melbourne, at Monash University and through an overseas secondment/ exchange with University College, Cardiff, UK. He has also worked for private and welfare organisations. John was a past Association for Tertiary Education Management (ATEM) Chairperson for the SE Queensland and Northern Rivers NSW region.

Increasingly over recent years (and with no sign of slowing), large organisations, including universities, have been *moving to the Cloud*. Understandably – many of the products, or *solutions* as we like to call them (not sure to which problems, though!) offer efficiencies, effectiveness, streamlining, and, not always least, viable alternatives to often cumbersome costly enterprise system applications.

For the last few years, the Office of Human Resource Management at Griffith University has been implementing a number of cloud-based systems, moving a number of work processes online – in recruitment, induction and orientation, health and safety, and performance review – these only some of the total university implementations (for example, others in the finance and research areas).

One particular initiative which would be of interest to conference participants is the piloting of a performance review/management system *ItsGenie* with a number of universities, mainly in the UK but also in Canada and including Griffith and Murdoch Universities in Australia.

This UK product has been used successfully in the private sector for a number of years. The current pilot is aimed at gaining an understanding of how the system can be modified/improved to exactly meet the requirement of the higher education system.

Based on our experience, this presentation will provide an overall reflection on recent and current implementations of online systems and how the Office of Human Resource Management is adapting its approach with *ItsGenie*. It will not address technical aspects in the main but focus more on the impacts on organisational culture against a broader framework on change management.

The presentation will cover a number of aspects including

- push-back from clients;
- particularly those infrequent users of systems;
- the effect of implementing multiple systems at the same time;
- perceptions of work-shifting from centralised administrative functions to academic units; and
- the effect of ‘implementation teething issues’ on confidence in the systems.

A clear danger here is reaching some sort of *tipping point* where benefits are not realised. This is particularly the case where implementing a new system, such as *ItsGenie*, is only one part of an overall change strategy, in this case moving the organisation to a high performance culture.

More specifically, the danger is that, as a result of system resistance/abandonment, change to the new intended culture can be compromised, perhaps not even realised

In his 1994 book, *The Age of Paradox* (Harvard Business School) Charles Handy recalls a story of the *Road to Davy’s Bar*... ‘If you pass Davy’s Bar, you’ve gone too far!!’, and from it draws the conclusion that:

‘...by the time you know where you ought to go, it’s too late to go there, or, more dramatically, if you keep on going the way you are, you will miss the road to the future.’

SESSION 4

FACULTY MANAGER SURVEY 2012

TONY HEYWOOD

CAMPION COLLEGE

Tony Heywood is the Registrar and Deputy President (Administration) at Campion College, a private Catholic Liberal Arts College in Western Sydney. Prior to moving to Campion in 2004, he worked at two universities, including being a Faculty Manager in two different faculties at UTS for a total of seven years. He is also one of the ATEM Vice-Presidents.

In 2004, the author conducted a survey of professional staff filling Faculty Manager (or similar title) roles. The genesis of this survey was an interest in exploring the creation of senior professional business manager roles within academic units as universities adopted a more corporate approach to their operations.

The survey attempted to answer questions that covered demographic details (who were the people typically filling these roles); position details (what did they typically do); attitudes to their role on a 5-point Likert scale; and free-text questions relating to the evolution of the role and its challenges. The survey findings were presented at the 2004 TEMC in Hobart.

In 2012, the survey was re-run. This paper will present the findings from the new survey, as well as comparing the 2012 and 2004 results to examine areas of similarity and divergence.

SESSION 5

COLLABORATION + SUPPORT = M² PROJECT

CHRISTINA COLEIRO, WAYNE GRIVELL, KEVIN ZAMMIT, DOMINIC MARAFIOTI, CRAIG HACKNEY, AIDA STABILE UNIVERSITY OF SOUTH AUSTRALIA, SWANBURY PENGLASE ARCHITECTS, HANSEN YUNCKEN

Christina Coleiro began her career as a graduate architect with Swanbury Penglase Architects in 1990. In 1999 Christina moved to UniSA to pursue a career in project management. Today Christina is a Senior Project Manager with the Facilities Management Unit of UniSA. Since 1999 she has led numerous project teams in the delivery of major and minor capital projects including campus masterplanning.

In 2008, she was part of the UniSA bid team which won both federal and state government funding for a cutting edge educational and research facility M2 Project. She has gone on to successfully lead the M2 Project team in the delivery of the \$50m project through a collaborative managing contract with a fast track program. This project is one of the largest and the most technically complex major capital project undertaken by UniSA to date.

Christina is passionate about developing facilities that meet and exceed the changing needs of their end users. She is committed to exploring new models and new innovations for experiential learning and teaching facilities. She is a strong advocate for providing appropriate support during the occupation phase of projects to ensure a smooth transition for new occupants and so that the intended opportunities in the design of new facilities can be fully realised and optimised by end users.

The M² Project was borne from a dream to create an innovative context which supports collaboration synergies with research, teaching, and industry in the areas of materials and minerals science and engineering in a way that is revolutionary and redefining.

The \$50m M² Project was briefed to create innovative environments which enhance teaching, learning, research and industry engagement designed to grow the next generation of engineering, material and mineral science graduates and researchers. It was to provide the interface required to enable innovative processes of knowledge creation and transfer, directly influencing new applications for industry.

Taking a year out of the normal delivery program UniSA set an ambitious target for reaching project completion by the end of 2011 in its successful round 1 HEF (now EIF) bid. The Project's complexity, innovation and fast track program has had significant impacts on its delivery, its team and its procurement strategies. Lead by UniSA's Senior Project Manager, Christina Coleiro, this presentation will focus on the strong collaborative environment established to enable the successful delivery of this project. (Collaboration +Support =M²). Through a Panel discussion meet the key players in project team and learn about their experiences working in this context.

UniSA will showcase its new Occupation Support Strategies which have been developed to enable the building occupants, users and operators to fully understand the building's systems and opportunities of experience possible in this outstanding facility.

The M² Project is an exemplar of how UniSA differentiates itself for its learning and research experience and its project delivery.

SESSION 6

CURRENT RESEARCH FACILITY PROJECTS IN WA AND THE NT

JAMES EDWARDS

HAMES SHARLEY

James Edwards is a Director of national pdesign practice Hames Sharley and is portfolio leader in Tertiary Education, Science and Research. He has been responsible for the award winning Biomedical Research Facility for the University of Western Australia and is currently completing

two new facilities for the Western Australian Institute for Medical Research in Perth and two new buildings for the Menzies School of Health Research in Darwin. James is a key player on sustainability initiatives for Hames Sharley and is an Accredited Green Star Professional.

In Western Australia a number of significant new research facilities are in the design or construction phases, including WAIMR North at the QEII Medical Centre; WAIMR South at the new Fiona Stanley Hospital; the Telethon Institute for Child Health Research; Neuroscience Research Facility; and the Indian Ocean Marine Research Centre. In the Northern Territory two new buildings for the Menzies School of Medical Research are about to start construction.

How do these projects compare nationally and internationally? What are the latest trends and innovations? James Edwards will provide an overview and analysis of key bench-marking criteria, and will also discuss the impact of BIM on design and project delivery.

Delivering complex projects with BIM and bench marking research facilities in WA and the NT.

SESSION 7

A CONFERENCE ESPECIALLY FOR PROFESSIONAL STAFF? WHO WOULD HAVE THOUGHT!!!

KIM NEMETZ, TANYA RUBIN

UNIVERSITY OF WESTERN SYDNEY

Kim Nemetz has worked within the University of Western Sydney for 15 years, holding various positions within student administration, schools and colleges and corporate services. Kim is now located within Human Resources working on special projects and holds a Bachelor of Commerce (Accounting) from UWS.

Tanya Rubin has worked in the tertiary education sector for 19 years, during which time she has held various professional staff roles in human resources, faculty management, research administration and corporate services. Prior to working in higher education, Tanya had a long career in human resources in both the television and radio industry, and the public service.

Tanya is currently the Manager, Policy at the University of Western Sydney (UWS) and she also holds a Master of Commerce (Workplace Relations) from UWS. Tanya has a particular interest in university related policy development, delegations and process mapping.

This paper will present the story of an initiative introduced for professional staff at one university. The Professional Staff Conference was borne as a new scheme instituted under a Reward and Recognition Project of the University's staffing strategy. With commitment from the Vice-Chancellor and specific funding support, the conference was based on the model used by the TEM Conference, and launched in 2010 with 200 professional staff attending. It has since been held on an annual basis, and it has been hugely successful, growing from strength to strength each year.

The university's executive staff are fully supportive and ensure their availability to attend, present and speak at the Conference, often as part of a panel, giving professional staff the opportunity to hear from and ask questions of their senior colleagues in an environment of unity and collegiality.

It provides a training ground for staff before they present at an external conference, it allows staff to demonstrate various projects currently taking place, and it provides a networking opportunity for professional staff in a university that is located across six geographically constrained campuses. It demonstrates the value and contribution of professional staff in supporting and achieving the university's strategic mission. The Conference showcases innovative ideas and initiatives in higher education practice developed by professional staff within UWS.

A by-product of the Professional Staff Conference is the exposure of staff to the larger university picture which boosts staff morale. Communication within any large organisation is always difficult with an overload of emails, bulletins, notices and written material. Staff work within their unit and rarely have the opportunity to converse with fellow staff from other units, let alone from other campuses, unless they are directly required to. The conference facilitates an excellent networking opportunity whereby staff can catch-up with colleagues from other units and build personal relationships within their work community.

Sponsorship is sought from university suppliers and internal university agencies. These areas are able to showcase their products to conference attendees and also to raise awareness of services available to staff within the university, such as child care centres and the University's Staff Social Club.

Many professional staff may never attend an external conference, however with the Professional Staff Conference staff have the opportunities to grow personally, professionally and be more aware of what is happening both at their university and throughout the higher education sector.

The presentation will walk through the development stages of the inaugural conference and discuss those aspects that have made the Professional Staff Conference highly successful.

SESSION 8

COLLABORATIVE APPROACHES TO DEVELOPING INTERNATIONAL EDUCATION

GILES BROOKER

GILES BROOKER GROUP

Giles Brooker has worked extensively in the evaluation and development of tertiary education organisations and in international and collaborative education. He has provided independent evaluation and development services to New Zealand institutions since 1999.

In 2009, he established Giles Brooker Education Development Services in India to assist in building collaborative research and curriculum relationships and exchanges between education institutions in India and New Zealand and also in countries such as Singapore, and Malaysia.

Giles Brooker Education also assists individual students gain international experience through study in New Zealand, India and other countries. Giles Brooker Group is a member of the India New Zealand Business Council and the Auckland Chamber of Commerce.

Giles has over 35 years' experience in tertiary education both in teaching and administration (Auckland Institute of Technology; University of Auckland) and government agencies (Ministry of Education (NZ), New Zealand Qualifications Authority, National Council for Vocational Qualifications (UK), Qualifications and Curriculum Authority (UK)).

Giles was elected a Fellow of the Institute of Chartered Secretaries and Administrators in 2006 and serves on the New Zealand branch Education Committee and as Chair of its Assessment Review Panel.

Giles' initial academic interests were in linguistics, languages and inter-cultural communication. He is a fluent speaker of English and French and has varying levels of competency in several other languages. He has a strong affinity with migrant and indigenous communities.

The Right Blend in International Education:

We propose a new blend of relationships to transform and enhance international education.

We argue that international education in recent years has been driven by assumptions such as:

- the host community is more attractive than the source community
- students from most asian countries are seeking to migrate
- international education is mainly a one-way street
- short-term financial profitability is the most important driver for international education.

We suggest that international education will be improved by exploring approaches that treat the source country

as stakeholders and seek more subtle understandings of motivations of students and their communities.

We describe new approaches to international education through a public – private partnership in developing international collaborations through a service consultancy model rather than product sales and marketing.

We have identified that for our Indian stakeholders, institution to institution wide collaboration is not the best model. We acknowledge that each institution has strengths and needs and that addressing these requires multiple collaborative relationships with mutual benefits to all partners.

We also describe how monitoring student flow between countries is enabling the development of triangular relationships which contribute to the social and economic development of the countries in which we work.

Relationships with institutions are based on a high level of engagement and the building of trust.

We describe the development of integrated programmes which provide valuable learning and experience for students and value their return to contribute to their home communities.

Our group includes an educational evaluation and development company, based in New Zealand, and an education development and student recruitment company (Indian registered), with offices across southern India and growing partnerships in other countries.

Our Indian operation was established in 2010 in order to explore different models for sustainable international education through collaboration.

We have initiated collaborative relationships between institutions in India and New Zealand in a wide range of disciplines (including health science, engineering, fashion design, forestry, logistics, environmental science, tourism and hospitality management, social work).

SESSION 1

THE RIGHT BLEND: AT THE INTERFACE OF INNOVATION AND TRANSFORMATION IN HIGHER EDUCATION

JANE FERNANDEZ

AVONDALE COLLEGE OF HIGHER EDUCATION

Jane Fernandez is currently Vice-President, Learning and Teaching at Avondale College of Higher Education. Jane's research interests are: learning and teaching, postcolonial literature, diaspora studies and spirituality.

Across the world, higher education is facing enormous challenges as the gap between traditional university models and current student needs widen. The challenge facing higher education providers involves among other things mapping a vision of education that makes higher education both viable and relevant to our times. Since the Bradley Review, the Australian Government has taken several initiatives in transforming Higher Education in Australia, emphasizing the need for equity and social inclusion. In this regard, innovation and transformation can be vital indicators of progress and necessary radicalization of the education sector.

My interest lies in the role of education as an agent of innovation and transformation in the light of the needs of an increasingly diverse and complex teaching and learning community. Both teachers and learners engage today as plural and intersubjective beings, collapsing old and established hierarchies of the self. Their encounters in the education setting, blur the boundaries of both teaching and learning as well as interrogate purist notions of the role of higher education itself. Financial constraints, changing markets, social and corporate responsibility and more importantly an increasingly interdependent society call for a re-evaluation of the purpose and role of higher education. How can higher education serve the learner? How can higher education serve the nation? What are the risks we must negotiate through our engagement with innovation? How do we strike the 'right blend' in managing innovation and transformation? What principles enable us to walk the tight-rope between innovation and transformation so that we manage boundaries and limits without sacrificing vision, relevance and output?

SESSION 2

HIGH PERFORMANCE BUILDINGS IN A NON-LINEAR WORLD

NICK BAMFORD, SHU-HSIN SOONG

Shu-Hsin Soong is an Associate Director in the AECOM Buildings group in Victoria. With over 15 years of consulting experience, a key focus and interest of Shu's work is in the tertiary education sector. Shu was the AECOM team lead and electrical engineer on RMIT's Swanston Academic Building and UTS's Dr Chau Chak Wing Building. Shu has been able to, through her work on tertiary education projects, indulge in her passion for learning and architecture.

Nick Bamford is a Senior Mechanical Engineer at AECOM. With over 8 years of experience Nick has been involved in a number of Tertiary Education projects for RMIT, Melbourne University and UTS. Nick has the mechanical lead role on the Swanston Academic Building and the Dr Chau Chak Wing Building.

Universities within Australia are expanding and pushing boundaries. By association, new academic buildings are built to push boundaries, seeking the highest level of innovation for the learning environment. They are developed to be a point of difference and to have a distinct physical identity.

The modern day academic building is no longer just an indistinguishable building. They capture the imagination, transform the learning experience and encourage exploration. They respond to new learning pedagogies on the journey of transforming the student experience. There is a birth of new generation formal and informal learning spaces. Architecturally, spaces have been enhanced by moving away from rectilinear building design. Internal spaces mimic learning clusters. The building envelope itself responds to its environment in a more free flowing form.

The engineering elements of the building, by their nature, are linear. This new generation of non-linear buildings, coupled with aspirations for higher levels of sustainability and occupant comfort poses an interesting conundrum for building services design. Is there a locus of intersection between the linear and non-linear worlds, where non-linear buildings are beautifully engineered for high performance?

The aim of this presentation is to provide an insight into the journey of finding this intersection and aspiring to high performance building design. Discussion is focused on how engineering design has been applied to the design of non-linear buildings as well as some of the challenges faced. And how some of these challenges were overcome through advances in technology and changes to the design process itself.

Case studies from two exemplar tertiary education buildings, RMIT University's Swanston Academic Building and UTS's Dr Chau Chak Wing Building, are used for the discussion. Both buildings are non-linear in their rendition, architecturally distinct, and designed to be innovative and transformative in more ways than one. The engineering services design behind these buildings seek to attain high levels of performance and sustainability.

SESSION 3

LEARNING OPPORTUNITIES: A PARTNERSHIP, CONNECTING LEARNING WITH PROJECTS

GARY RASMUSSEN, SONYA DEWING

QUEENSLAND UNIVERSITY OF TECHNOLOGY, LEIGHTON CONTRACTORS PTY LTD

Gary Rasmussen works across Facilities and QUT Precincts in development and future use of the QUT Science and Engineering Centre (SEC). Key engagement areas are; communication, stakeholders, partnerships and SEC integrated operation. He has experience in management and development of faculty technical services and has undertaken technical reviews at QUT and in other universities. He has worked in Thailand with AusAID on laboratory and technical development in science and engineering. Gary has a keen interest in developing learning experiences and environments, particularly in active learning and laboratories. He has published papers and presented at Australian and international engineering education conferences, TechNet Australia and TEMC conferences. Gary has been a sessional lecturer and tutor at QUT for many years and is part of the Community of Practice for Collaborative Learning Spaces that has informed design and pedagogical approaches in relation to the new learning spaces in the SEC.

Major construction projects undertaken on university campuses are an ideal opportunity to connect learners in related disciplines to the real thing. How often do universities take that opportunity, make the connection and value add to projects being carried out?

Discussion with students and academic staff will consistently generate enthusiasm for creating learning activities and resources related to projects. Some typical disciplines are project management, all fields of engineering, architecture, interior design and information technology. Some other areas that may not at first seem obvious are business, marketing, communication and public relations.

The new \$230m Science and Engineering Centre (SEC) on Gardens Point campus is at the heart of QUT's vision to help solve global problems.

The centre will thrust the university to the forefront of teaching and research in the critical areas of science, technology, engineering and mathematics.

This landmark project will be:

- a hub for innovative teaching and learning
- a catalyst for relevant collaborative research
- an exciting meeting place
- a model for sustainable building practices.

The authors will provide a case study based on the SEC project of how the partnership between QUT and Leighton Contractors, the managing contractor, has delivered excellent learning opportunities through the design and construction phases of the SEC project.

Initiatives of this type do not flow naturally as a part of normal business operation for any of the major partners involved. The focus for the facilities management section is managing a large complex project from design to commissioning while the contractor must deliver the built form. Delivering learning opportunities is not business as usual for either and in fact, while teaching units (the faculties) have learning as their core business they have not traditionally been able to realise the significant benefit of having a major construction project in their backyard.

The Learning with Leighton Contractors program was set up within the project to achieve the identified value add. It was visioned, scoped and delivered successfully by a team from QUT and Leighton Contractors during the design and construction phases of the SEC project and long term partnership opportunities are being explored. It is envisaged that the strong connection made between tertiary and industry during this project will continue well into the future.

SESSION 4

ENGAGING EMPLOYEES THROUGH INNOVATIVE LEARNING STRATEGIES

LORRAINE DENNY, DEB TETLEY

UNIVERSITY OF WOLLONGONG

Together Lorraine and Deb have over 30 years' experience in learning and development. Currently Lorraine is the Manager and Deb the Organisational Development Consultant in Professional and Organisational Development Services (PODS) team at the University of Wollongong. PODS is responsible for providing a comprehensive range of organisational and professional development initiatives across the University.

They both have a passion for helping others learn new skills they can apply in their workplace and life and providing leaders with the skills and understanding needed to get the most out of their staff. Lorraine has a particular interest in emotional intelligence whilst Deb's specific interest is in developing others in delivering exceptional customer service.

Providing relevant and timely professional development opportunities is a key factor in staff attraction and employee engagement. Engaged employees display

enthusiasm and passion, do more with less, give better service, are easier to lead, promote the organisation, create improvements, are less stressed and stick around.

Traditionally the majority of professional development opportunities have been provided through face to face training programs. However it has become increasingly difficult for professional and organizational development units within the tertiary sector to:

- meet the specific training and development needs of a diverse group of staff
- provide training and development at a time convenient to staff
- ensure transfer of learning from activities to the workplace.

Research has indicated that the percentage of training's potential for changing performance on the job is somewhere between 10% and 20% (Brinkerhoff & Gill, Baldwin & Ford).

So how can we overcome these challenges and engage our workforce through professional development opportunities that are sustainable in the workplace, tailored to the needs of staff, delivered at a time convenient to them and in a cost effective manner?

This presentation will examine the implementation of a range of innovative learning initiatives that provide tailored and sustainable professional development opportunities to staff.

These initiatives include building internal organisational coaching capability, creating partnerships with other units on campus, supporting peer learning groups, implementing sustainable mentoring programs and developing learning elements that can be accessed by staff at a time convenient to them.

SESSION 5

BEYOND THE ORACLE: DIVINING AND DESCRIBING THE CONTRIBUTIONS OF PROFESSIONAL STAFF TO STUDENT OUTCOMES

CARROLL GRAHAM

UNIVERSITY OF TECHNOLOGY SYDNEY

Carroll Graham has worked in higher education for 15 years and currently leads the professional and research operations, ongoing strategic development and business planning of the Institute of Sustainable Futures at the University of Technology, Sydney (UTS). Carroll is a highly motivated professional with a diverse range of experience in the higher and vocational education sectors, underpinned by several years experience as a professional engineer and by postgraduate studies in education and higher education. Prior to joining ISF, Carroll led faculty-level strategic planning, financial planning and management, business development, benchmarking and quality assurance reviews. Carroll's enthusiasm for

working in higher education stems from the crucial role that universities play in developing and disseminating new knowledge, and in developing the leaders of the future. Carroll is also undertaking part-time doctoral research, investigating how professional staff contribute to positive student outcomes.

Two years ago, the Journal of Higher Education Policy and Management published a paper called 'Hearing the voices of general staff: A Delphi study of the contributions of general staff to student outcomes'. Based on the framework of 13 propositions derived by Prebble et al. (2004) for support of student outcomes, this study used the Delphi method to rank these propositions in terms of the contribution of professional staff. Whereas Prebble et al. (2004) focussed on the contribution to student outcomes by academic staff or 'the institution', the Delphi study actively engaged professional staff (as they are now called in many institutions) and presented their perspectives. The same year, a presentation was given at TEMC 2010 addressing the contributions of professional staff in supporting technology for learning. A case study has now been completed, looking more generally at contributions by professional staff to student outcomes, and the findings are the subject of this presentation.

This presentation describes *how* professional staff at one university contribute to student outcomes, within the framework of the propositions (Prebble et al. 2004). It also presents findings that are beyond this framework, illustrating the changing roles and identities of professional staff in Australian universities. Some implications for professional staff and the sector are also discussed.

SESSION 6

A CENTRE FOR FUTURE LEARNING

ROBERT LUSTRI, BRIAN PHILLIPS

UNIVERSITY OF SOUTH AUSTRALIA

Robert Lustri is a Registered Architect with postgraduate qualifications in Project Management. With significant experience managing a variety of projects within the public and private sector, Robert has specialised in the provision of professional project management services on multi-million dollar projects.

Brian Phillips moved into the Higher Education sector initially as Director: Property at the University of South Australia in 1998 following thirty years working in the construction, human services and property industries. Brian has a mix of industry experience from a trade level through to construction management and ultimately program development and delivery of numerous major construction projects and strategic consolidation of University campuses. His qualifications vary from accounting to post graduate management including a Masters in Business Administration (MBA). Brian has held three Director level positions at UniSA including Director: Facilities Management for five years, until moving into his current position.

In August of 2010 the University of South Australia secured \$30 million from the Federal Government's Education Investment Fund towards the \$95 million Participate@UniSA project, including a new Learning Centre valued at over \$80m for the City West campus.

The Learning Centre will be a next generation facility designed to enable students and staff to access and acquire world leading knowledge and practice, enhancing services and the student learning experience. With a special focus on a technology-rich environment and flexible learning spaces, the state-of-the-art, Five Greenstar-rated building will allow students to inhabit and work in new kinds of spaces that will convey the University of South Australia's strong commitment to innovation and quality. The Learning Centre design reflects the need to shift our facilities from repositories of books, journals and whiteboards to being flexible configurations of space which encourage students and staff to engage with knowledge and each other. The emphasis of the learning spaces on active, collaborative, peer and social learning reflects a shift from the traditional lecture, tutorial style class rooms to spaces that are active or reflective in their design and function to suit a variety of learning styles. The emphasis of the design is to create areas where students can share, broaden and thereby deepen their knowledge and engagement with the University and each other. As well as Library services and information resources, other key student support services being integrated in the Learning Centre include student administration, careers, counseling, disability services and learning advice. This model follows international trends emerging in flexible learning spaces which have been examined and inform the development of this exciting and innovative project.

Early works for construction commenced on site in October 2011, and the facility is scheduled for occupation early 2014. The endeavor of the University is to realise a building that enhances the student experience by providing a diversity of spaces that share access to natural daylight and views with great equity and provides a strong framework for memorable social, learning and teaching experiences. The presentation explores the journey so far in bringing together people, space, technology, resources and services to achieve these aims, and what may differentiate this centre from other world-class facilities.

SESSION 7

THE RIGHT BLEND: CREATING A SUCCESSFUL LEADERSHIP DEVELOPMENT PROGRAM FOR HEADS OF SCHOOL

TONY BROWN, JURIS VARPINS

CURTIN UNIVERSITY

Tony Brown leads the leadership and management development initiatives at Curtin University. He also consults to managers on team performance issues and designs and facilitates bespoke development programs. Tony led the development of the Curtin Leadership Framework and the Head of School Development Program. Prior to joining ODU Tony's roles have included: Professional Development Officer (leadership) at Edith Cowan University; state manager of a national HR consultancy; career coach; and extensive retail management experience.

The right... people, leadership, technology, facilities, student experience, environment, and brand. In one way or another academic leaders, and heads of school in particular, are central to our institutions getting it 'right'. Consequently, developing the leadership capabilities of academic leaders has been a focus for many of our institutions.

Following the establishment of the Carrick Institute (renamed as the Australian Learning and Teaching Council, and more recently subsumed within the Department of Industry, Innovation, Science, Research and Tertiary Education) in the mid-2000s there has been a raft of institutional academic leadership projects within the Australian higher education sector. These projects and pilot programs have not always led to ongoing programs but have expanded academic leadership theory and practice within the Australian higher education context. This paper will outline how one organisational development unit has developed a sustainable, innovative and successful academic leadership program for heads of schools.

In late 2007 Curtin University established its Organisational Development Unit (ODU) with, amongst other matters, a priority to address leadership development needs. The ODU set about creating a leadership capability framework and a linked suite of leadership development programs. As a matter of some urgency, the University's executive requested that a program for Heads of School (HOS) be designed and implemented. The inaugural Head of School Development Program was launched in September 2008. It was offered on an invitational basis to newer HOS, deputy and potential HOS, and to heads of large departments. The year-long program includes four two-day modules, 360-degree feedback and other assessments, and an action learning project. A fourth cohort of academic leaders is currently completing the program.

In 2010 the ODU commissioned an independent external evaluation of the first two complete cycles of the HOS Development Program. The evaluation report, delivered in 2011, concluded that: a large majority of program participants and stakeholders indicated they were satisfied with the program; the program was well researched and designed: it was conducted to a high standard and achieved its objectives; and that there was convincing evidence that the program is building both individual and university leadership and management capability and strengthening succession planning capacity.

This paper will discuss the consultative and collaborative approach utilised by Curtin University's Organisational Development Unit in positioning, designing and delivering its successful Head of School Development Program.

SESSION 8

INTEGRATING CLEANING AND WASTE MANAGEMENT SERVICES = INNOVATION @ ECU

JOHN HAYES

EDITH COWAN UNIVERSITY

John Hayes is currently the Manager Campus Services with Edith Cowan University, a position he has held for 11 years. In his role as Manager Campus Services, John has responsibility for a number of services, including traffic and parking, security, fleet, University master keys and cleaning. John has overseen the outsourcing of security services and restructuring of the Facilities Management Offices to improve service delivery and customer service and more recently the letting of a 10 year integrated cleaning and waste management services contract.

Prior to joining ECU in 2010 John spent 28 years with the Commonwealth Government working initially as an architectural drafts person before moving onto project and construction management. He was involved in numerous Defence projects, housing construction on Cocos (Keeling) Islands and Aboriginal self help housing projects throughout Western Australia. John had a shift in career in 1990 moving across to the Government's facilities maintenance provider, Asset Services where he managed the maintenance of all of the Army's defence establishments in WA, including the Special Air Services, counter terrorism facilities at Campbell Barracks. A short stint in business development was all too much and in 1994 John changed the hustle and bustle of city life for a new life on the idyllic Cocos Islands. With a young family in tow he moved to an ocean fronting house on West Island where he would throw a fishing line over the fence and catch the evening meal, watch each sunset being better than the previous or just sit back and drive the reef sharks into feeding frenzy. After 4 years and accumulating 2 boats, camping gear and numerous fishing rods, and having many weekend camping excursions to one of the atolls 26 islands, the time came to return Perth. Asset Services had been sold to P&O Services and John

was asked to return to Perth as the Contract Manager responsible for provision of plant and equipment and building maintenance on all of the Defence Facilities in WA, a role he held after the sale of Asset Services to Spotless and until his move ECU in 2000.

Traditionally universities have utilised short term contracts, up to maximum 5 years (3 + 1 +1) for cleaning services. They may also use more than one service provider on campus. In case of waste disposal there could be a number of waste contractors servicing the various streams. This approach results in numerous time consuming and sometimes costly procurements for the various contracts combined with increased contract management time and costs associated with these contracts. It can also result in differing service standards and inconsistent waste data which can impact the accuracy of the greenhouse gas emissions calculations.

This by Edith Cowan University will provide how Edith Cowan University has developed and implemented a innovative contract that:

- Integrates all its cleaning and waste management services into a 10 year contract under one service provider
- Contributes to the University's environmental targets by the introduction of waterless cleaning, improved recycling and active participation by the service provider.
- Provides an incentive in the contract for the service provider to invest capital into the contract
- Improves ECU's emissions reporting through better collection of waste data.
- Includes KPIs requiring the contractor to reduce ECU's waste to land and improve recycling
- Expands waste collection streams to improve reuse and recycling
- Has systems to audit cleaning standards, schedule periodic cleaning tasks, generate adhoc work requests and produce management reports.
- Utilises a call centre to receive all cleaning and waste related requests and complaints.
- Facilitated the construction of waste recovery station on campus to improve waste management.

The presentation will also provide an overview of the:

- procurement strategy; including
 - using a 10 year contract
 - the cleaning and waste companies partnering for the contract with either one as the head contractor.
- The procurement process; including
 - Expressions of Interests
 - Tender documentation
 - Tender submissions and assessment
- Implementation, what has gone well and what could be improved.

SESSION 1

ARE WE THERE YET? A JOURNEY OF ORGANISATIONAL CHANGE

LUCY SCHULZ, KATHRYN LOWRY, SIMON BEHENNA

UNIVERSITY OF SOUTH AUSTRALIA

Kathryn Lowry has worked at UniSA since 2006 and has undertaken a variety of roles prior to commencing with the Service Improvement team in August 2009 and is currently the Manager: Change and Communication with the team. Prior to joining UniSA Kathryn worked for 20 years in the finance industry in a range of customer service positions, so has had extensive experience in both customer service and organisational change.

She has completed Lean Leadership training, utilising this in the process review work completed by the team, has a BA (Communication Studies) and is currently in her final year of an MBA.

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

He has a BA (Hons) in Professional Writing and recently submitted a Doctorate in Communication, examining the use of new technologies in organisational communication.

All organisations are undergoing change in one form or another and the higher education sector is no exception. The learning and questioning cultures that exist in higher education institutions makes this a particularly challenging, yet ultimately rewarding, process.

This paper reflects on the on-going University-wide service improvement project at the University of South Australia (UniSA) that commenced in 2009 sharing some of the key lessons that have been learned by the project team and the broader University community.

To place this project in context, UniSA is the largest, multi-campus university in South Australia with four large and distinct academic divisions: Information Technology, Engineering and the Environment (ITEE); Education, Arts and Social Sciences (EASS); Health Sciences (HSC); and Business (BUE). Each of these Divisions has their own unique and distinct profile and preferred methods

of operating which have needed to be understood and incorporated into all aspects of the work completed by the team. While the methodology based on Kotter's framework employed by the project team has proven to be sound, it has been evident that a single approach does not effectively translate across Divisions. The project team has blended it with Lean Management principles (Hines et. al, 2008) alongside other business improvement methodologies to assist staff engage with and learn process review work. The identification of value-added activities, elimination of overburden, waste and unevenness has been a key communication point in the development of processes that make sense and can be used by staff. The project team has shown people that a focus on improvement does not mean that individuals are doing a bad job. However, good people can be let down by poor processes, systems and organisational arrangements and this is what the project has sought to address. The team are also leveraging bright spots (Heath & Heath, 2010) where good practices can be adopted across the organisation.

The process review work is being completed on a Division by Division basis, with the project team currently completing its work in the third of four academic divisions. The project team has needed to be mindful of Division preferences, the level of individual staff experience and interaction with project outcomes in other areas and to appreciate where staff are situated on the change continuum. Project team members have been required to continually adapt their styles, moving between the roles of change initiators, change implementers and change facilitators (Cawsey & Deszca, 2007) to ensure that the review work is firstly understood and engaged with and then seamlessly transitioned from a project focus to 'this is the way we do things here'. This has included providing contingency planning for additional individual consultation and adapting the consultative approach to be mindful of the sensitivities of introducing ideas that have been implemented elsewhere.

In addition the development of strong leaders at all levels of the organisation is a critical step for success in this area to help staff through the 'neutral zone' leaving behind old ways and moving into new ways of working (Bridges, 1995). Even when this is achieved, the temptation to think that all the change is completed (or the 'are we there yet?' response) once the new structures and processes are in place needs to be overcome, with strong leadership needed to move to the final stage of Kotter's change model, whereby changes are embedded; to 'make it stick' amongst all the other Division activities and priorities.

The project team have been well supported by change champions across Divisions but also undertake regular and consistent reviews of activities and outcomes to monitor

progress and reinforce the continuous improvement culture. This work has shown that both initial ownership of processes and ongoing compliance require varying levels of involvement by the project team. It is critical that the project team incorporate this time and support in implementation planning and ensure that regular feedback is sought from key stakeholders to ensure the implemented processes are meeting the required service needs.

The long term vision is that the University will have streamlined and efficient administration that greatly facilitates academic work and that the service environment is characterised by customers at the centre of its thinking, continuous improvement and constructive engagement about the way things are done, and alignment of service processes across organisational levels. The work of the project is building a foundation for this by having the right staff with the right skills in the right place doing the right jobs.

SESSION 2

INNOVATIVE SPORTS PRECINCT MASTER PLANNING

BRETT LAVALE

MONASH UNIVERSITY

Brett Lavale is the Group Manager for Monash Sport (Monash University) and currently oversees sport, leisure and recreation operations across all of the University's six Victorian campuses, including one of Melbourne's largest sport precincts at Clayton campus.

Brett has a wealth of experience in the commercial and community sport sectors with management roles for major sports and leisure facilities including Harold Holt Swim Centre, Aqualink Nunawading, Melton Waves and Monash Aquatic and Recreation Centre. Brett's passion is for developing high performing teams which achieve quality outcomes.

Brett has a significant strategic planning background and has recently managed a number of master planning processes and capital developments for sport, leisure and recreation precincts on Monash University campuses, having spent two years as a senior consultant for Stratcorp Consulting (now a division of Coffee Consulting).

Brett has recently completed a Master of Management postgraduate degree at Monash University.

The draft Sports Precinct Master Plan for Monash University responds to key drivers identified by the University, including a desire to reduce the overall footprint of the sport precinct and improve integration with the broader campus.

The 20-year Master Plan has been developed having regard to the overall Clayton campus master planning process which occurred in conjunction with this project. The Sports Precinct Master Plan incorporates a key objective identified in the Campus master planning to establish a significant building at the southern gateway to the campus. There is also a master planned direction to create an arts and sports precinct linkage which facilitates integration of student and broader community experiences on campus.

The proposed built form presents an exciting opportunity for the University which aside from addressing Monash Sport needs, could potentially accommodate a range of other complimentary uses including:

- Residential accommodation.
- Executive accommodation.
- Conference and function facilities.
- Specialist teaching and research space.
- Bicycle transport hub.
- Short courses accommodation.
- The Club (staff social club).

The Sports Precinct Master Plan provides an indicative layout and some artists impressions of both indoor and outdoor recreation facilities that are required to address the current and anticipated future needs of students, staff and alumni, whilst retaining the capacity for significant ongoing community use and engagement.

The Master Plan planning process has involved consultation with existing sports clubs, users and key stakeholders, including staff representatives from a range of departments across the campus.

Key features of the Master Plan include (but not limited to):

- Built Form:
 - Significant reduction in overall footprint.
 - Demolition of the Doug Ellis Swimming Pool and replacement with a new pool.
 - Extension to provide an additional two indoor multi-use courts.
 - Additional multipurpose program rooms and spaces.
 - Development of a club social facility and administrative hub.
 - Development of a large function room to cater for Monash Sport uses and broader campus needs, including to compliment activities conducted at Robert Blackwood Hall.
 - Enhanced integration and physical connections.
 - Establishment of a major signature building at the southern gateway.
 - Improved functionality, design, layout and sustainability (including financial and environmental performance).
 - Replacement of ageing infrastructure.

- Outdoor Spaces:
 - Significant reduction in overall footprint.
 - Establishment of multiuse synthetic sports surfaces.
 - Retention of selected high quality natural turf surfaces.
 - Improved amenities, facilities and support infrastructure.
 - Creation of social spaces and areas for informal recreation, sport and physical activity.
 - Establishment of a fitness track and walking circuit.
 - Enhanced integration and physical connections.
 - Identification of opportunities for water harvesting and reuse.
 - Protection and enhancement of significant trees and natural values.
 - Capacity for usage flexibility and adaptability.
 - Refurbished Games Hall.

The plan includes concept plans, staging and indicative capital costs as well as analysis of potential funding streams. A number of benefits of the proposed plan will be outlined in the presentation.

Implementation of the Master Plan will contribute positively to the student experience by delivering integrated informal play and recreation precincts which facilitate multi-use opportunities for events, social play and informal recreation by students. The execution of some of these master planned directions has commenced.

A modified version of this presentation was presented at the 2011 Aquatics and Recreation Victoria national conference in Melbourne in August 2011.

SESSION 3

NAVIGATING DESIGN CHANGE IN THE ACADEMIC WORKPLACE

JO DANE, SARAH BALL, YVONNE YIP

WOODS BAGOT, DEAKIN UNIVERSITY

Sarah Ball is a Woods Bagot Principal and leader in the Education and Science sector throughout Australia. Having delivered a diverse scale of architectural and interior focussed new generation learning environments, Sarah provides a strong commitment to developing key relationships with Higher Education and Tertiary clients. As a committed designer she steers major capital developments through master planning, detailed design and construction, maintaining a client interface and design focus through to handover, as well as post occupancy review of projects.

Jo Dane is an education consultant for Woods Bagot. She works with academics to develop project briefs for teaching, learning and work environments.

Historically, the corporate workplace has reflected society's cultural and technological achievements, from the production-line settings of the early 20th Century to the 1950s German-influenced 'Burolandschaft' or 'office landscape' and the more recent activity-based working paradigm. The design of the workplace has remained a contested field of ideas aimed at maximising productivity, minimising overhead costs, maintaining staff satisfaction and reflecting the organisational brand. The academic workplace has seemingly escaped such interrogation and scrutiny over the decades, until now. Increasingly universities are being confronted with the dilemma of growing student (and therefore staff) populations, reduced government funding, limited building stock and finite campus space for new buildings. In the search for space optimisation strategies, the academic workplace has become the focus of opportunity and change.

Historically, academic offices have reflected academic status, that is, the larger the office the more senior the ranking of the academic. Until relatively recently, university space guidelines have confirmed the status-space relationship of academic offices, rendering a challenging process of breaking down such bastions of tradition. However, academic work activities have evolved, no longer represented by the archetypal image of the secluded book-writer who emerges periodically to teach. While the pressure upon academics to balance research and teaching continues, the activities are increasingly becoming collaborative, interactive and technology-enhanced. The contention of many people within universities is that the typical individual academic office no longer serves the best interests of research and teaching objectives, suggesting the need for work environments that encourage interaction, knowledge-sharing and collegiality. Architects and university facility managers are looking to examples of corporate workplaces that have transformed under the mantle of promoting innovation, creativity and productivity. However – perhaps unsurprisingly – such initiatives are being met with significant resistance from academics who are reluctant to relinquish hegemonic control of their spatial symbolic status.

The Deakin University experience reflects the direction of many Australian universities, aiming to introduce new space standards that move away from the status-space relationship. On the Burwood campus, Deakin University is building a new Burwood Highway Frontage Building to house academics from a broad cross-section of Faculties. In Geelong, the Waterfront campus is being refurbished to consolidate the Faculties of Business & Law and Arts & Education. The process of change has been rocky to say the least. This presentation will outline a 'warts and all' narrative from these two projects, in the hope that other universities aiming to travel down a similar path may benefit from the experience. As the Deakin University experience has demonstrated, the right leadership and communication is essential.

SESSION 4**MORE THAN THE SUM OF ITS PARTS: BRINGING TOGETHER THE DIVERSITIES OF AN EDUCATIONAL WORKING ENVIRONMENT****SOPHIE HAYMAN, THERESE WALKINSHAW, DAVID SINFIELD**

AUCKLAND UNIVERSITY OF TECHNOLOGY

Sophie Hayman has worked at AUT University for over fifteen years in a number of administrative roles. She is currently the Head of Academic Office and Faculty Registrar in the Faculty of Design and Creative Technologies. In this role she is responsible for managing the quality assurance processes for academic programmes and overseeing student administration across four Schools and an Interdisciplinary Unit.

In 2011 the Faculty of Design and Creative Technologies at Auckland University of Technology, Auckland New Zealand, initiated an 'Allied Staff Project'. The purpose of the project was to take stock after six years and ensure the Faculty has an allied staff structure that meets the changing needs of the Faculty now and into the future. More specifically the overall objectives were:

1. To fully understand the Faculty's current allied staffing structure, and identify any issues associated with it.
2. To develop an allied staff framework, in response to the current structure and associated issues, that will meet the future strategies and objectives of the Faculty, that:
 - Enhances career opportunities for allied staff;
 - Enhances the student experience;
 - Enhances the teaching and research environment;
 - Ensures an equitable distribution of technical and administrative support for academic staff.

A project team was established including representatives from all the different Schools in the Faculty. Stage 1 of the project involved two steps: firstly an analysis of the existing infrastructure to identify any issues associated with the structure that may impede our future development; secondly all staff across the Faculty were given the opportunity to contribute to the project through participation in focus groups or individual one-on-one sessions. As an outcome of the findings a number of recommendations were considered.

Based on the report at the end of stage 1 the project has moved into the implementation phase. Six different working groups have been established to focus on different recommendations.

This presentation will outline the approach the Faculty took to implement the project and discuss the outcomes and challenges for the future.

SESSION 5**THE INNOVATION MODEL: HOW TO ADVANCE A GOOD IDEA****CAROL HARDING**

AUSTRALIAN INNOVATION RESEARCH CENTRE, UTAS

Carol Harding is the Deputy Director of the Australian Innovation Research Centre at UTAS and has worked in the sector for 13 years. She researches in the area of innovation within the higher education sector and enjoys seeing good ideas being successfully implemented.

There are many definitions of innovation. A very simple one is 'Change that adds value'.

There would be few tertiary education institutions that are not currently undergoing change and in many cases, quite intensive change. As managers we need to ensure that the changes are adding value.

An innovation model is a simple method for leading innovation within your institution as well as providing a structured process to evaluate the genuine merit (and value) of the idea. This presentation will explain the various phases within the innovation model and provide step-by-step information about how to progress an idea from thought to reality.

The model includes:

1. Idea generation (how to stimulate creativity and innovative thinking to generate ideas)
2. Idea evaluation (how to identify those ideas with genuine merit, and eliminate the others)
3. Idea modification (How to strengthen the idea)
4. Idea selection (How to present the idea for approval and a framework for selecting the most valuable ideas)
5. Idea implementation (How to make the idea happen)
6. Idea sustainability (How to make the idea stick)
7. Idea diffusion (How to spread the idea around)

The presentation will also include case studies from within the tertiary education sector.

SESSION 6**GLOBAL CHANGE INSTITUTE INNOVATIVE THINKING TO TRANSFORM THE ROLE OF BUILDINGS****MARK ROEHRS
HASSELLS**

Mark Roehrs leads the Architecture team of HASSELL Brisbane. He has led the delivery of significant science and education projects in the last 20 years and is highly regarded by science and education clients for his ability to innovatively brief and design projects with a particular interest in collaborative and interactive research workplaces and the potential for co-location and sharing. Mark has been involved in numerous tertiary education projects in recent years including the Creative Industries Precinct for Queensland University of Technology, the

Collaborative Futures Project for the University of the Sunshine Coast, and for University of Queensland, the Global Change Institute and Advanced Engineering Building.

The Global Change Institute makes a significant shift from thinking of buildings as consumers of resources to being contributors to the regeneration of the environment.

This building will be Zero Energy, Zero Carbon and Zero Water.

The Global Change Institute is the flagship sustainability project for the University of Queensland, an exemplar to sustainable best practice and the 'front-door' for the university's initiatives in sustainable education and research. The building itself is established as a research tool for sustainable subtropical building systems and the understanding of comfort conditions in a naturally ventilated sub-tropical environment.

It aims to be in natural ventilation mode for 88% of the year and consume only 40% of the energy of the GBC benchmark education project. Powered by solar energy it will provide an innovative comfort conditioning strategy in closed ventilation modes.

The building will be the first structural use of Geopolymer concrete, a low carbon concrete product.

The Living Building Challenge has been used as the sustainability framework and this project will be one of the first in Australia to seek certification under this system. This system provides a comprehensive sustainable approach in which all energy and water must be harvested, the building must be rooted in its place and adapted to climate and site and it must be pollution free. Importantly it also values equity, inspiration, education and beauty as key components of a sustainable response.

The following initiatives indicate the comprehensive range of sustainable responses engaged in this transformational project.

Site

Brownfield site
Adding to an historic building
Bush tucker garden
Bio-retention basin
Campus sustainability walk
Extending campus pedestrian linkages
No addition of cars to the campus

Water

Rainwater storage – scale jumping to capture adjacent heritage building (60,000 litre storage for showers, greenwall and comfort conditioner cooling cycle)
Blackwater treatment supplies water for toilet flushing
Rainwater overflows contained in bio-retention basin

Net Zero Energy

100% renewable energy with photovoltaic power + battery storage
40% energy use of benchmark GBC education building
Free energy thermal conditioning in mixed modes
Motorised operable sun-shading and louvred facade
Thermal chimney
Thermal labyrinth
Displacement air and individual workstation controlled air
Hydronic cooling of thermal mass
Optimal natural lighting
LED lighting

Healthy Environment

Natural ventilation
High airflow rates
Individual air control at workstations
Once through air for all but extreme heat days
Green-wall
Materiality and natural light
CO₂ Monitoring
Humidity Monitoring
Motion Sensors

Zero Carbon

Once off carbon offset for construction with planting at UQ owned property
Carbon neutral in operation
100% net annual renewable energy
Geopolymer structural precast concrete
Extending and adaptively reusing an existing building including scale jumping for roof use for water collection and photo-voltaics
Recycled timber
Natural stone
No PVC
Recyclable materials
Recycled materials
Responsible industry

Equity

Towards a paper free environment
Open plan collaborative environments
Collaborative learning environments

Inspiration and Education

Building as a research tool for sub-tropical building performance research
GCI as exemplar and centre of public education for UQ sustainability agenda
UQ 1.2MW solar array control centre
A new public room for the university
Beautiful and inspiring spaces
Green Office Program – 75% paper use reduction
Activity based office and learning environments
Cyclist facilities
Art Installation and rich materiality
Interactive real-time building performance monitoring

SESSION 7**THE CONDITION ASSESSMENT: MORE THAN JUST MAKING A LIST****PETER LENNON****XACT PROJECT CONSULTANTS**

A key facilities portfolio performance parameter is the condition of the portfolio. Underinvestment in facilities maintenance often leads to significant deterioration of the portfolio to the point where it can no longer meet or support business objectives. The condition of the facility is assessed to gauge the effectiveness of maintenance strategies, the adequacy of maintenance budgets, and the level of deterioration of the portfolio identifying any major maintenance issues.

The condition assessment is more than just making a list. It is a vital tool that supports effective facility planning and management. There are definitive benefits in developing and implementing an effective condition assessment strategy for your portfolio. Those benefits include:

- Evaluation of the adequacy of existing maintenance and capital funding;
- Analysis of estate and building condition trends;
- Development of a consistent format for reporting of condition within your organisation, to TEFMA and to the various levels of Government;
- Support for the development of effectively targeted and prioritised maintenance programs;
- Identification of current maintenance liabilities and emerging maintenance;
- Assessment of the effectiveness of prevailing maintenance strategies;
- Support for the strategic asset planning processes by providing enhanced information on current performance and future liabilities.

The importance of institutions undertaking effective assessment of condition and the importance of the accuracy of the resultant KPIs has increased, given recent changes to the regulatory environment. The accuracy of the condition KPIs has, in effect, moved from being self regulated in the TEFMA benchmarks to government regulated in the government controlled quality standards framework.

The Federal Government established the Tertiary Education Quality Standards Agency (TEQSA) in July 2011 to provide quality assurance that will underpin a sustainable higher education sector. TEQSA is responsible for regulating and assuring the quality of Australia's higher education sector.

From January 2012, TEQSA will register and evaluate the performance of higher education providers against the new Higher Education Standards Framework. The Standards Framework comprises five domains: Provider Standards, Qualification Standards, Teaching and Learning Standards, Information Standards and Research Standards.

The Provider Standards and Qualifications Standards are collectively the Threshold Standards which all Universities must meet in order to enter and remain within Australia's higher education system. TEQSA will use the information collected to develop 'risk profiles' for each University that assess performance against the threshold standards.

Two (2) of the 46 indicators in the Regulatory Risk Framework relate directly to the condition of the University facilities portfolios. In January 2011, the University of Tasmania (Utas) engaged Xact Project Consultants to undertake a desktop condition assessment of its portfolio. Utas had undertaken a detailed condition assessment in 1999 and this produced an initial list of backlog maintenance. That list has been updated annually to produce the annual TEFMA KPIs however Utas decided to test accuracy of the information with a new condition assessment. The objectives of the project were to deliver on the condition assessment objectives listed above. In particular, Utas required a condition assessment framework that supported strategic asset management planning and provided confidence in the KPIs being delivered to the University Council and to DEEWR through the Institute Performance Portfolio.

The proposed paper and presentation examines what we believe to be a very efficient and effective method for delivering on these objectives. The Utas condition assessment method differs significantly from the traditional 'make a list' approach and has exposed significant shortfalls in using the 'make a list' condition assessment approach to drive portfolio condition KPIs.

The presentation will:

- Provide an brief overview of the desktop condition assessment process;
- Focus on the product of the assessment, examining the information delivered by the condition assessment that assists development of asset management plans; and
- Identify issues with current TEFMA data by demonstrating how different assessment interpretations can dramatically alter KPIs such as the Facility Condition Index (FCI) and Maintenance Backlog.

SESSION 8**RESIDENTIAL ASSETS – THE PROBLEM WE HAD TO HAVE****STEPHEN BUTT****CHARLES STURT UNIVERSITY**

Stephen Butt has been involved in senior asset management portfolios for the last 25 years. After a long career in Healthcare he joined Charles Sturt University 4 years ago as the Executive Director of the Division of Facilities Management. Here he is responsible for all aspects of facility management for the University's extensive asset portfolio. He has qualifications in Mechanical Engineering, Maintenance and Engineering Management.

Charles Sturt University (CSU) has in excess of 3,000 student residential accommodation beds spread across its regional Campus'. These facilities range in age for approximately 100 years old to modern day and are constructed in a wide array of materials and configurations.

Historically the asset management tasks associated with student residences have not been the responsibility of the Division of Facilities Management (DFM) however this has now changed.

The paper explores the management aspects leading up to the University's decision to transfer the responsibility for the Asset related issues of Residential accommodation to DFM and the journey embarked on since that decision was taken in 2010. It details the approach taken to identify, document and capture the assets and their outstanding works requirements and the management plans and systems that have been employed to implement a long range plan of improvement and reinvestment. It provides a snapshot of the progress of the extensive journey being undertaken, the tasks undertaken and costs involved. The risks that lie ahead for the University are common for all similar providers and the strategies for dealing with these are discussed and analyzed.

It explores the issues of how Divisions such as DFM can influence major organizational planning and investment through presentation of sound and quality advice to Senior Executives. It also explores the intangible benefits that can be delivered through structured works programs that deliver more functionality and vibrancy for student residential accommodation.



POSTER PRESENTATIONS

POSTER PRESENTATIONS

TEMC



POSTER 1

SURVIVING THE MAELSTROM – TRANSFORMATION IN THE ROLE OF A RESEARCH OFFICE MANAGER

SERENA GENT

AUCKLAND UNIVERSITY OF TECHNOLOGY (AUT UNIVERSITY)

Serena Gent is the Research Office Manager for the Faculty of Business and Law at the Auckland University of Technology. She holds a Graduate Diploma in Business.

Serena's research interests include gender and diversity within trade unions.

This presentation focuses on role level transformation that has taken place in the wake of changes to Zealand's tertiary education funding model. That model has moved from one that was mainly based on funding student places to one that focuses more on research achievements. Thus, there has been increasing pressure on universities in New Zealand and elsewhere to provide detailed evidence on their research performance in order to maximise their government funding.

The role of Research Office Coordinator within the Faculty of Business at the Auckland University of Technology (AUT University) in 2005 reflects this change in tertiary education funding and it is a very different role to the one of Research Office Manager in the Faculty of Business and Law at the same university in 2012. The role has also changed to take into account that AUT University's growing confidence and more advanced research infrastructure following its granting of university status in 2000. Before that it had been a polytechnic, established over hundred years ago in 1896 where instruction, rather than research, was the main focus.

The introduction of the Performance Based Research Fund (PBRF) has resulted in much greater scrutiny of the research activities of New Zealand universities, both externally, and internally. The assessment involves not just research degree completions and external funding components, but also an assessment of research activity for all eligible staff. Researchers present an evidence portfolio of their work for a 6 year period which includes research outputs, peer esteem factors and their contribution to the research environment. The Tertiary Education Commission (TEC) then selects a panel of academics to review these portfolios and score them. Along with research degree completion and external funding components, an overall institutional quality score determines the amount of funding the University gets. The bar seems to be lifting higher in every 6 year PBRF period; therefore, the pressure is on for researchers increase and improve their research outputs.

As the role of researchers changes so must the role of people that support them.

The role of the Research Office Coordinator at the Faculty of Business at AUT University, started as a heavily

administrative role which also had attached an element of Executive Assistant to the Associate Dean Research.

The growth in scale, complexity and administrative requirements of research activities in the last few years has meant that institutions and research staff need the professional skills and support of research administrators more than ever. Many research office support staff have Masters or Doctoral degrees themselves.

It became apparent that as AUT University hired more research active staff, the demand for an office manager was needed to advise on publication outlets and opportunities, coordinate bids for funding, coordinate teams of researchers (often multidisciplinary) and problem solve within those teams. The role was no longer one where the person was a secretary – they became the hub of the wheel!

Furthermore, as mentioned above, the PBRF has had a major impact on the role of research office support staff. At present, this author is spending up to 6 hours per day reviewing staff portfolios, providing feedback, ensuring citations are correct, doing quality assurance and supporting staff using the performance reporting software. With final approval for submission given by the University Research Office there is a need to read EVERY staff evidence portfolio. This is a huge compliance cost for every university but one that must be endured as part of the tertiary sector landscape.

Other functions of research support that have evolved are the responsibility to ensure project approvals are carried out according to policy, supporting staff with preparing budgets, monitoring any funds that get awarded, and doing background research and drafting of reports relating to research management.

This presentation demonstrates how external changes can require both internal structural change and recognition, as well as flexibility on the part of the individual in the role – to develop both new skills and new solutions.

POSTER 2

MORE THAN THE SUM OF ITS PARTS: BRINGING TOGETHER THE DIVERSITIES OF AN EDUCATIONAL WORKING ENVIRONMENT

SOPHIE HAYMAN, THERESE WALKINSHAW

AUCKLAND UNIVERSITY OF TECHNOLOGY, NEW ZEALAND

Sophie Hayman has worked at AUT University for over fifteen years in a number of administrative roles. She is currently the Head of Academic Office and Faculty Registrar in the Faculty of Design and Creative Technologies. In this role she is responsible for managing the quality assurance processes for academic programmes and overseeing student administration across four Schools and an Interdisciplinary Unit.

Therese Walkinshaw has worked at AUT University since 2008 as an HR Advisor and more recently an HR Manager. She has a portfolio of 620 FTE including two faculties (Faculty of Design and Creative Technologies and Faculty of Culture and Society) and two PVC areas (Innovation/Enterprise and International).

In 2011 the Faculty of Design and Creative Technologies at Auckland University of Technology, Auckland New Zealand, initiated an 'Allied Staff Project'. The purpose of the project was to take stock after six years and ensure the Faculty has an allied staff structure that meets the changing needs of the Faculty now and into the future. More specifically the overall objectives were:

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Based on the report at the end of stage 1 the project has moved into the implementation phase. Six different working groups have been established to focus on different recommendations.

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POSTER 3

THE RIGHT STUDENT EXPERIENCE – THE RIGHT PROCESS. ESTABLISHING A MEDICAL ELECTIVE CLINICAL PLACEMENT PROGRAM.

JODIE DOUGLAS

UNIVERSITY OF WOLLONGONG

Jodie Douglas is currently employed by the University of Wollongong Graduate School of Medicine as Curriculum Manager. She has been in the position for 3 years having previously worked in the Faculty of Education and on a secondment at the Graduate School of Business. Jodie's current responsibilities include: teaching and learning, hospital based clinical placements and clinical skills.

Jodie has a Bachelor of Applied Science in Recreation, a Graduate Diploma in Public Health and a Masters of Strategic Management.

The University of Wollongong's Graduate School of Medicine (GSM) is one of Australia's newest medical schools, offering a four year graduate entry Bachelor of Medicine Bachelor of Surgery (MBBS) degree. The first intake of students occurred in 2007, followed by their graduation in December 2010.

As a four-year graduate entry programme, the mission of the GSM is to produce excellent medical practitioners with a commitment to patient-centred, evidence-based, reflective and cost-effective medical practice who have the capacity and desire to contribute to the enhancement of health care for patients in all geographic settings, but particularly in regional, rural and remote communities. The curriculum consisting of four phases, has a clinical focus throughout, providing students with the opportunity to develop their clinical skills from the start of the MBBS programme. This is achieved by delivering an outcomes-focussed, clinically-guided curriculum that is complemented by clinical skills centre learning experiences, and the provision, starting in the first year of the programme, of community-based, clinical educational opportunities. Essentially, students move from Foundation studies to the Consolidation of knowledge and skills and finally a Transition into the medical profession in Phase 4.

In keeping with the mission of the GSM and as a component of Phase 4, students undertake a six week elective clinical placement which can be anywhere in the world. In 2010, 79% of students and in 2011, 65% of student undertook a clinical elective outside of Australia in countries including: Samoa, Nepal, Costa Rica, Canada, Vietnam, South Africa, and Russia.

This paper describes the design, development and implementation of the six week clinical elective placement programme for final year medical students, part of their capstone subject. Detailed design and development of the clinical elective programme commenced in earnest in July 2009, that is 12 months prior to the first iteration of the programme. Elective programmes at other medical schools

within Australia and internationally were researched and a model suitable for the GSM and UOW was developed that ensured that the activity had a clearly defined educational purpose.

Throughout this period a number of processes have been implemented by the GSM to ensure the continuing educational value of the experience as well as the necessity to ensure student safety, both clinically and personally. This paper will outline the details of the student application process, insurance requirements, assessment processes and other relevant information such as health and safety issues, cultural issues, legal issues, insurance requirements and staying in touch with friends, family and the GSM.

In addition, this paper will provide observations and reflections by both administrators and students on the processes that have been put into place. In particular, one priority area that has been identified by the Curriculum team was the processes required to meet the University Legal and Insurance requirements.

The paper will also discuss what is an appropriate lead-in time, communication processes implemented between the GSM and the University of Wollongong administrative branches and overseas host institutions, communication processes with medical students and finally, evaluative processes.

Recognising that there are various levels of funding and professional support within medical schools, it is hoped that this paper will provide valuable insights into the process that may be used by other medical schools hoping to offer such electives in their future programmes.

POSTER 4

STUDENT CAMPUS EXCHANGE BETWEEN SINGAPORE AND AUSTRALIA – UNIVERSITY OF NEWCASTLE

VICKI DREWE

UNIVERSITY OF NEWCASTLE

Vicki Drewe has been Academic Registrar at the University of Newcastle operation in Singapore for over 4 years and has over 10 years of experience working in senior administrative positions within higher education. During this period, Vicki has held several positions including Director, Student Administration at the University of Newcastle campus in Australia.

The University of Newcastle, Australia (UON) has been involved in delivery of its degree programs in Singapore for 11 years, operating under a contract with a private educational institution, PSB Academy. Initially, this international partnership commitment was small with most teaching undertaken by fly in fly out staff from Australia, teaching into part time Engineering degrees only.

In 2006, the University signed a further ten year agreement with PSB Academy to significantly increase the

joint operation and deliver a range of full and part time degrees. The University decided to establish a physical presence in Singapore and formed a company, UON Singapore Pte Ltd to manage these expanded operations overseen by a Pro Vice Chancellor and CEO, a Deputy CEO and Academic Director and an Academic Registrar, as well as a number of full time academic and professional staff.

A belief in the opportunities and stable environment available in Singapore has seen the University sign an agreement from 2011 with another partner, SAA Global Education and further talks are underway with several other potential new partners which would see an increase in the activities of the Company to support these new relationships.

Around 3000 students studying in Singapore have graduated with University of Newcastle degrees since 2003. In the early years of the partnership, Singapore students would undertake part of their Engineering degrees in Australia, until appropriate facilities were available at the Singapore campus. An annual short study tour to the Australian campuses is promoted to UON Singapore students enrolled in Foundation studies and Year 1 of their degrees to give them the chance to visit Australia and for a brief overview of the University's Australian campuses, to assist them with decisions on future campus transfer possibilities.

In recent years, an increasing number of students across a range of programs have opted to commence their studies in Singapore, then to transfer to one of the University's Australian campuses to complete their degrees. In 2011, over 40 students (both international and Singaporean) chose this dual campus pathway that has provided them with opportunities to experience studying and living in different countries. The reverse transfer pathway (from Australia to Singapore) has not been as popular so far but there are future plans to promote this opportunity more broadly for the University's Australian students. The increasing number of students choosing to study at offshore campuses of their university has seen clearer DIISRTE guidelines and advice on appropriate arrangements for these students.

As a recruitment strategy, the marketing of this student campus exchange pathway has proved to be popular with prospective students, particularly international students commencing their studies in Singapore. To maximise employment opportunities of graduates (particularly in the government sector), some countries require that students studying a degree at an offshore campus of the foreign degree provider, undertake a portion of their studies at the home campus. It will be interesting to see the affect of the introduction in Australia shortly of the post-study work visa for foreign university graduates on the University's own campus exchange program.

POSTER 5

BUILDING A NEW TRAINING FACILITY – THE COLLABORATIVE PLANNING PROCESS AND CHANGE MANAGEMENT – A JOURNEY

ANA SALA-OVIEDO

NEW LEARNING ENVIRONMENTS: RUBIDA RESEARCH

Ana Sala-Oviedo has a passion for education and contributes with her skills and qualifications to develop and assess innovative learning environments to support excellence in education taking into consideration the different needs and challenges that each institution as an individual community presents.

With NLE: RR she has consulted on a variety of universities, vocational training centres and schools in Australia, and internationally. She has also been involved in the development of Learning City Strategies and has used the Learning Community strategy in the development of School and University Campuses. Ana's contributions are both national and international, and include master planning, facilities planning, strategic planning, research, documentation, professional development and educational planning consultation for a range of learning environments as well as a range of publications.

Ana acts as the prime interface between designers and educators to co-create learning environments for new and emerging teaching, learning and research paradigms.

As funding sources become tighter TAFE institutes are faced with the need to rationalize their budget and cut recurrent costs. In order to do this without compromise to the quality of the training and retain and attract students and staff, there is a need to thoroughly understand the culture, pedagogical practices and future trends from a neutral standpoint.

This papers focuses on the main and feeder campus model for the building trades in Adelaide, which resulted from DFEEST and TAFE's wish to achieve consolidation of these trades. The building and construction trades are currently distributed in as many as 9 campuses within Adelaide resulting in high inefficiencies both in space use and in the use of resources. The project sought to bring about the consolidation of the various trades, both to achieve operational efficiencies, and as an opportunity to implement a cultural change in South Australia's TAFE.

While the main enabler of the change was the opportunity to plan and design a new facility, the process has affected all campuses, and required a new model for collaboration to be set in place as a result.

The paper covers the process that was followed to deliver a successful project. This process included a new approach to user involvement in the design process as well as the facilitation by an educational planning team.

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