



# Handbook

TEMCO

Leading Locally Competing Globally

2015



SWINBURNE UNIVERSITY  
Advanced Technologies Centre



UNIVERSITY OF NEWCASTLE NeW Space Project



VICTORIA UNIVERSITY Sunshine Construction Futures



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# Welcome

*It is with great excitement and anticipation that I welcome you to Wollongong, the ancestral home of the Dharwal people and the venue for the 2015 TEM Conference.*

*Under the theme – Leading Locally Competing Globally - this Conference aims to shine a light on individual, unit and organisational contributions to the communities, towns, cities and regions that they are connected with and to showcase how these local activities enable them to compete globally.*

*High calibre Keynote Speakers have been selected to provide their insights on the Conference theme and their presentations will be both interesting and provocative. ATEM and TEFMA constituents have responded enthusiastically to the theme and there is a diverse and interesting range of topics to choose from in the Concurrent Sessions.*

*I hope you have a great time in Wollongong and that you will take the opportunity to stay for a while to discover all that the Illawarra has to offer.*

*Giles Pickford deserves credit and recognition for his foresight and tenacity in promoting Wollongong as a TEM Conference venue.*

*Please join me in thanking members of the Organising Committee; Paul Abela, Kathryn Blyth, Bruce Flint, Trevor Gerdson, Paul Mourtos, Debra Plumb, Alex Pringle and Anne Warren who have worked tirelessly to bring the Conference to fruition. And also Renee Brown who provided excellent guidance and support every step of the way.*

**Peter Maywald**  
Chair TEMC 2015  
Organising Committee.



# 2015 TEMC Organising Committee

**Peter Maywald**

University of Wollongong (Retired)

**Paul Abela**

ATEM

**Kathryn Blyth**

Australian Catholic University

**Debra Plumb**

Western Sydney University

**Alex Pringle**

Australian National University

**Bruce Flint**

University of Wollongong

**Trevor Gerdson**

University of Newcastle

**Paul Mourtos**

University of Wollongong

**Anne Warren**

University of New South Wales

## Conference Managers

Leishman Associates  
113 Harrington Street, Hobart TAS 7000

Phone 03 6234 7844  
Email [renee@laevents.com.au](mailto:renee@laevents.com.au)  
Web [www.leishman-associates.com.au](http://www.leishman-associates.com.au)





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BAGOT**<sup>TM</sup>

**WOODS BAGOT PROUDLY  
SUPPORTING TEFMA FOR  
OVER 10 YEARS.**

**CONSULTING | INTERIORS | ARCHITECTURE**

# Welcome from ATEM & TEFMA Presidents

*We are delighted to welcome you to the 2015 Tertiary Education Management Conference (TEMC) - 'Leading Locally Competing Globally'. This year our conference will share ideas from many inspiring leaders on their individual, unit and organisational contributions to their communities. It will showcase how these activities enable Higher Education institutions to compete globally.*

*In 2015, both the Tertiary Education Facilities Management Association (TEFMA) and the Association Tertiary Education Management (ATEM) are focusing on providing services that are relevant in the fast changing tertiary sector environment. The importance of professional associations has never been more relevant, where we can get together and share ideas on common problems.*

*ATEM continues to build on the innovations of 2014. We are seeing more and more people joining ATEM including a growing number of universities which have now taken out premium corporate membership.*

*ATEM, together with the L H Martin Institute, will celebrate the continued success of the online Emerging Leaders and Managers Program (eLAMP), a series of four online modules, whose content is available free to ATEM members. Several Universities are also using eLAMP within guided sponsored cohorts as part of their organisational development program.*

*The fourth annual ATEM/Campus Review Best Practice Awards have been well supported this year. These awards highlight examples of best practice and continuous improvement throughout the Tertiary Education sector and recognises the professionals within the sector for their commitment to quality. Applications were strong across all categories this year and the importance of change and innovation was a prevalent theme.*

*The inaugural Papua New Guinea Chapter National Conference was held in June 2015 and was a great success. ATEM will continue its support of the PNG tertiary sector. Several of our PNG members will be attending TEMC in 2015.*

*TEFMA welcomes the opportunity to again be collaborating with ATEM on the annual Tertiary Education Management Conference. If higher education organisations are to prosper in a competitive world, it is imperative that institutions integrate their planning at all levels. The ATEM / TEFMA partnership helps higher education professionals to gain a wider and deeper understanding of the broader context within which we all operate. TEMC delegates invariably return to their workplace better equipped to plan and deliver their services. Whilst the digital world is having an ever increasing impacts on the way higher education institutions deliver their services, the physical environment is likely to remain an important part of most institutions well into the future. With enormous capital and recurrent costs required to develop, maintain and operate higher education campuses, capital investment decisions have long term consequences for institutions that can render them more or less adaptable...more or less competitive. I hope that all TEMC delegates benefit not just from the presentations that cause one to stop and think, or those that provide you with new information and knowledge, but also the new professional connections that you make.*

*On behalf of ATEM and TEFMA, we would like to thank the Conference Organising Committee and Leishman Associates for their commitment and dedication in putting this event together over the past two years. The Local Organising Committee comprises of volunteer members, who met regularly to plan and develop an informative and innovative Conference for both respective associations. We also thank the many sponsors and exhibitors at this year's TEMC and ask that all participants take to time to meet with them.*

*We trust you will enjoy your time in Wollongong and find the 2015 TEM Conference informative, challenging and rewarding.*



Carl Rallings  
President ATEM



Peter McGeorge  
President TEFMA



# Association Information

## Association for Tertiary Education Management (ATEM)

The Association for Tertiary Education Management Inc (ATEM Inc) is the professional body in Australasia for tertiary education administrators and managers in Australia, New Zealand and Papua New Guinea.

Established in 1976 as the Australian Institute for Tertiary Education Administrators (AITEA) Institute, today it has a record 1,600 individual members and 75 corporate members.

Members are found across the tertiary education sector.

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.

In 2016 we will be celebrating the 40th anniversary of the establishment of AITEA, the forerunner to ATEM, and we are looking forward to a year of celebration.

Look for events being held at institutions locally around Australia, New Zealand and PNG and for a major celebration at next year's TEMC.

ATEM celebrates the importance of the professional to the sector and recognises our achievements by conducting the ATEM/Campus Review Awards for Best Practice in Tertiary Education Management each year. The 4th annual event will be celebrated on the first night of the conference.

Together with this, ATEM and the L.H.Martin institute for Leadership and Management over 300 people have now registered and participated in to our Emerging Leaders and Managers program.(eLAMP).

We welcome everyone to the TEMC, which yet again is the premier conference for tertiary education managers in Australia, New Zealand and PNG.

ATEM – Connecting your career with People and Practice.



Association for Tertiary  
Education Management



## Tertiary Education Facilities Management Association (TEFMA)

TEFMA promotes the development of excellence in higher education property and facilities management by providing members with access to vital connections, professional development opportunities and a wealth of sector resources. TEFMA members manage property and facilities with a replacement value of some \$69.8 billion (AUD), spending over \$1.19 billion (AUD) annually to build, maintain and operate these assets. TEFMA's support of the effective management of these resources plays an important role in the pursuit of excellence in higher education.

TEFMA membership includes 80 higher education institutions in Australia, New Zealand, Hong Kong, Macau, Papua New Guinea and the South Pacific, approximately 1000 Associate members and over 70 Business Partners. In addition, TEFMA's Patron Professor Margaret Gardner AO, Vice-Chancellor and President of Monash University, its diverse international strategic partner and business partner affiliations, and its strong relationships with government and other influential organisations in the sector, demonstrate the Association's important place in higher education. At a time when the tertiary property and facilities management landscape is rapidly changing, constructive collaboration with others operating in the same sphere is critical.

TEFMA's vision for its leadership role in the sector and its commitment to its membership will remain at the core of all its ongoing activities. During 2015 - 2018, the TEFMA Strategic Plan 'Delivering Member Value' will highlight the Association's Mission, with a focus on delivering quality member services across the key goals of Engagement, Professionalism and Knowledge. TEFMA is what its members make of it. Members are encouraged to get involved in TEFMA with a wide array of engagement opportunities from joining an organising committee for a workshop, through to running for Board.





tefma

*Come and see us at the  
TEFMA Stand at TEMC 2015*

## Welcome to TEMC 2015

Introducing the 2015-16 TEFMA Board



**Colin Reiter**  
THE UNIVERSITY OF MELBOURNE  
Director, Campus Services,  
Infrastructure Services



**Alison Fincher-Johnson**  
TEFMA Executive Consultant  
AMFJ PTY LTD

**TEFMA wishes to thank  
all members for their  
continued support of  
TEMC, we look forward  
to seeing you in  
Auckland in 2016!**

**Steve Sullivan**  
President-Elect  
THE UNIVERSITY OF SYDNEY  
Divisional Manager, Facility  
Management & Services,  
Campus Infrastructure Services

**Robyn Fallon**  
Director  
JAMES COOK UNIVERSITY  
Head, Operations, Estate Directorate,  
Division of Services and Resources

**Steph Forrest**  
Vice President  
VICTORIA UNIVERSITY OF WELLINGTON  
Associate Director of Facilities  
Management, Campus Services

**Dominic Marafioti**  
Director  
UNIVERSITY OF SOUTH AUSTRALIA  
Campus Facilities Manager, Facilities  
Management Unit

**Trevor Gerdson**  
Secretary/Treasurer (Acting)  
THE UNIVERSITY OF NEWCASTLE  
Director, Regional Campuses

**Glenn Mowbray**  
Director  
UNIVERSITY OF CANBERRA  
Manager, Facilities and Contracts,  
Estate Management

**Graham Arndt**  
Director  
CURTIN UNIVERSITY  
Director, Operations and Maintenance,  
Properties and Facilities Development

**Victoria Chapman**  
TEFMA Secretariat  
LEISHMAN ASSOCIATES

## 2015 – 2016 Initiatives

### Workshops

**CONTRACT MANAGEMENT**  
Hobart, Autumn 2016

**PROJECT DELIVERY**  
Sydney, Winter 2016

**TEFMA DIRECTORS FORUM**  
Sydney, Winter 2016

### Webinars

**INTRODUCING TEFMA  
WEBINARS – a new initiative!**  
Opening November 2015

TEFMA is introducing webinars to  
support knowledge sharing across  
industry focus areas.

### Member Events

**TEFMA ANNUAL  
AWARDS DINNER**  
Auckland, 12 September 2016

# Thank you to our 2014–15 Business Partners

AECOM

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Aquenta Consulting

Archibus Solution Centres

ARUP

Assetlink Services

Billard Leece Partnership

Biniris Group Pty Ltd

Brain and Poulter Pty Ltd

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Campus Living Villages

Capital Insight

Certus Solutions

CMC Property Services

CriticalArc

Cyon Knowledge Computing

DesignInc

Donald Cant Watts Corke

Energy & Technical Services

Gallagher

Geutebruck Pacific

GHD

H2o Architects

Hames Sharley

Hassell

Hindmarsh

Hirotec

IBM

ICAD Consultants

Integrated Facility Management

Integrated Technical  
Management

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John Wardle Architects

Laboratory Systems Group

Leighton Contractors Pty Ltd

Leishman Associates

Lucid Consulting Australia

Lyons

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Root Projects

Schneider Electric

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Trevor Main Group

Warren and Mahoney

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Woods Bagot

Xact Project Consultants

**Become a TEFMA Business Partner and enjoy the benefits!**



## Thank you to our 2015 TEFMA Annual Awards Dinner Sponsor

31 August, City Beach Functions and Events,  
Wollongong

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Donald Cant Watts Corke offers nationwide, integrated service delivery. This unified national structure ensures you receive consistently outstanding results through all phases of your strategic planning framework development and/or delivery of your construction program/projects.

Whatever your projects' challenges, the Donald Cant Watts Corke team will work with you to transform your ideas into reality.

Visit us at [tefma.com](http://tefma.com)

# 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 Events staff at the registration desk.

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

## Additional Tickets: Conference Social Program

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

## ATMs

There is an ATM available in the foyer of the Novotel, Northbeach.

## Conference Name Badges

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

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

ATEM	RED
TEFMA	ORANGE
GUEST SPEAKER	YELLOW
DELEGATE	BLUE
SPONSOR	PURPLE
EXHIBITOR	PURPLE
ORGANISING COMMITTEE	HOT PINK
CONFERENCE MANAGER	GREEN
MONDAY DELEGATE	WHITE WITH 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 2 September (included in full registration) and the TEFMA Dinner on Monday 31 August will be by way of sticker allocation, as in previous years.

All delegates registered to attend the TEMC Dinner (included in full registration) will receive a **GREEN** sticker to be placed on the table sheets near the registration desk. These sheets will be available from Sunday 30 August and will be taken down at the end of morning refreshments on Wednesday 2 September or as they become full.

All delegates register to attend the TEFMA Dinner will receive a **PINK** sticker to be placed on the sheets near the registration desk. These sheets will be available from Sunday 30 August and will be taken down at the end of lunch on Monday 31 August.

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

## Dress

Dress throughout the day is smart casual or informal business.

## Emergency Medical Care

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

## Entry to Conference Sessions

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

## Internet Access

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

Username TEMC2015

## Mobile Phones

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



## **Parking**

Free parking for delegates will be available on site at the Novotel Northbeach. Access is via Bourke Street.

## **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.

## **Poster Presentation**

Staff at the registration desk will direct you to the display boards. Please use strong double sided tape on both sides of the Velcro to hang the poster.

Authors should be available on Tuesday 1st September at lunchtime to discuss the poster with delegates.

## **Registration Desk**

The Registration Desk is located on the Ground Level of the Novotel Northbeach as you enter the main doors turn to your left. 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 30 August	11.00am – 5.30pm
Monday 31 August	7.00am – 5.00pm
Tuesday 1 September	6.30am – 5.00pm
Wednesday 2 September	8.00am – 5.00pm

## **Smoking**

The Novotel Northbeach and all other conference venues are non-smoking. 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 Level One of the Novotel Northbeach in Norfolk Room 1, at least 4 hours before their scheduled presentation time to upload their presentation.

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



A technician will be present in the speakers' 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

The TEMC App is available again for the 2015 Conference. 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
- Rate each session as you see it

Firstly, we would like you to enhance your profile on the app. Go to the app link on your computer: <http://eventmobi.com/temc15/>, 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, <http://eventmobi.com/temc15/> 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 home screen 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 2015 Trade Exhibition Competition

This year TEMC will be holding The Wollongong Globetrotters competition throughout the conference. Delegates will be required to visit the trade exhibitors and sponsors to collect tokens. Once you have 10 tokens you need to present yourself and the tokens to the TEMC mini-stadium which will be located inside the trade exhibition area. Here you will be given thirty seconds to demonstrate your basketball skills by throwing as many globes into basketball hoops as possible. For the budding Lauren Jacksons and Kobe Bryants who get ten baskets, you will be able to select an envelope that contains your prize. Prizes will include an iPad, bottles of wine, and those mini lighthouses you can pick up at Wollongong gift stores.

## The Smith Family

TEMC 2015 along with ATEM & TEFMA are proud to be supporting the Smith Family.

Session and keynote speakers will not receive a gift. Instead a donation will be made on their behalf to the Smith Family.

The Smith Family is a national, independent children's charity committed to helping disadvantaged Australian children by unlocking opportunities through education and learning. TSF has been assisting disadvantaged Australians since five businessmen founded the organisation in 1922. Over the past 87 years TSF has grown from what was first a professional welfare-based organisation to a pro-active social enterprise focused on unlocking opportunities through education, for financially disadvantaged Australian children and their families.

Australia's future depends on increasing our human and social capital, as well as our productivity. Today, TSF is making a significant investment in this future and has made a commitment to grow the number of students in Australia. Growth of the program is only restricted by funding, the support of TEMC 2015 will play a pivotal role in assisting TSF to achieve this goal.

## Disclaimer

The 2015 Tertiary Education Management Conference reserves the right to amend or alter any advertised details relating to dates, program and speakers if necessary, without notice, as a result of circumstances beyond their control. All attempts have been made to keep any changes to an absolute minimum.

## Conference Managers

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





## Winners of the 2015 Housing Operator of the Year Award!

Griffith University Village is pleased to have been awarded the prestigious 2015 Housing Operator of the Year Award by the Australasian Association of College and University Housing Officers (AACUHO).

As market leaders in Australia's student accommodation industry, Campus Living Villages (CLV) is the first private housing operator to receive this sought-after commendation.

The Village was selected for its unique 'V1 First Year Uni' student experience, a targeted strategy to help commencing students launch successful university careers.

Talk to us to find out how we can enhance student life on your campus!



Now in its 3rd year, the AACUHO Awards for Excellence are important because they recognise the important contribution of residential communities to the students' experience while studying in higher education. This award recognises true excellence in the industry, and Griffith University Village was a standout this year.



Edwina Ellicott  
President 2013 - 2015, AACUHO



# Program

## Sunday 30 August 2015

9.00am – 4.00pm	<b>TEFMA Board Meeting</b> Executive Boardroom
9.00am – 12.30pm	<b>Pre Conference Workshop: Enabling Innovation in your Workplace</b> Admirals Room
11.00am – 4.00pm	<b>ATEM Council Meeting</b> Boardroom 1
12noon – 6.00pm	<b>Registration Desk Opens</b> Ground Floor, Novotel Wollongong
6.00pm – 8.30pm	<b>Welcome Reception</b> Deck Area, Novotel Wollongong

## Monday 31 August 2015

7.00am	<b>Registration Desk Opens</b> Ground Floor, Novotel Wollongong
8.30am – 8.40am	<b>Welcome to TEMC 2015</b> Ballroom, Novotel Wollongong
8.40am – 8.50am	<b>Welcome To Country</b> Professor Paul Chandler <i>University of Wollongong</i>
8.50am – 9.00am	<b>Opening Comments</b> Peter Maywald <i>2015 TEMC Convenor</i>
9.00am – 9.10am	<b>Opening Address</b> His Excellency General The Honourable David Hurley AC DSC (Ret'd) <i>Governor of New South Wales</i>
9.10am – 9.20am	<b>Sponsor Speak Easy</b> Sarah Ball <i>Woods Bagot</i> Paul Dowling <i>Wilde &amp; Woollard</i>
9.20am – 10.10am	<b>Taking the Long View: Graduates Today, Leaders Tomorrow</b> Professor Ian Chubb <i>Office of the Chief Scientist</i>
10.10am – 10.15am	<b>Sponsor Speak Easy</b> Adrian Stanic, <i>Lyons</i>
10.15am – 10.45am	<b>MORNING REFRESHMENTS</b>



## 10.45am – 11.35am CONCURRENT SESSION A

**Session 1**  
**Kembla Room**  
**FACILITIES MANAGEMENT**  
Maurie Pawsey  
Scholarship Winner  
**Ivana Glavinic May**  
*University of South Australia*

**Session 2**  
**Keira Room**  
**ATEM**  
Leader of the Pack: Which  
University Pays its General  
Staff the Best?  
**Ian Dobson**  
*Federation University / Monash  
University*

**Session 3**  
**Belmore Room**  
**LEADERSHIP**  
The Role of Leaders in En-  
hancing University Employer  
Attractiveness for Talented  
Academic Staff  
**Dan Abell**  
*LH Martin Institute*

**Session 4**  
**Norfolk Room 2**  
**ENVIRONMENT  
& SUSTAINABILITY**  
View from the Top End -  
The New Menzies School of  
Health Research  
**James Edwards**  
*Hames Sharley*



**Session 5**  
**Pacific Room**  
**LEADERSHIP**  
 Developing Leadership Practice Through Mindfulness Within the Tertiary Education Sector  
**Jonathon Hagger**  
*Wairiki Institute of Technology*

**Session 6**  
**Boardroom 1**  
**STUDENT EXPERIENCE**  
 Curriculum Approval Policy  
**Sheree Walker, Jane McCaffrey**  
*Edith Cowan University*

**Session 7**  
**Admirals Room**  
**TECHNOLOGY & PROCESS INNOVATION**  
 Becoming a Smart Organization: Building Staff & Institutional Capability  
**Sandra Jeffries**  
*University of the Sunshine Coast*

**11.40am – 12.30pm CONCURRENT SESSION B**

**Session 1**  
**Kembla Room**  
**FACILITIES MANAGEMENT**  
 Doing More with Less: Creating an Andragogical Space Plan to Repositioning a Campus by Reutilising Existing Building Stock  
**Lucy O'Driscoll**  
*Hassell*

**Session 2**  
**Keira Room**  
**ATEM**  
 Canadian Association for University Business Officers Presentation  
**Michelle Jordan-Tong**  
*University of Waikato*

**Session 3**  
**Belmore Room**  
**LEADERSHIP**  
 Building Capacity to Compete Globally - OD Can Do That  
**Scott Partridge**  
*University of Tasmania*  
**Lucienne Tessens**  
*University of Western Australia*

**Session 4**  
**Norfolk Room 2**  
**ENVIRONMENT & SUSTAINABILITY**  
 The Institute of Marine & Antarctic Studies – A 5 Star Success  
**David Uhlhorn**  
*Umow Lai*

**Session 5**  
**Pacific Room**  
**LEADERSHIP**  
 Welcome to Higher Education Survivor: The Global Edition  
**James Phyland**  
*University of Melbourne*

**Session 6**  
**Boardroom 1**  
**STUDENT EXPERIENCE**  
 Professional Staff, Service Culture & the Student Experience  
**James Armit, Kirsten Emes**  
*RMIT University*

**Session 7**  
**Admirals Room**  
**TECHNOLOGY & PROCESS INNOVATION**  
 Meeting Client Demand in the Learning Resources Environment  
**Natalie Hull, Loretta Atkinson**  
*University of Queensland*

**12.30pm – 1.30pm**

**LUNCH**



**1.30pm – 2.20pm CONCURRENT SESSION C**

**Session 1**  
**Kembla Room**  
**FACILITIES MANAGEMENT**  
 Getting it Right: Measuring Success in the Development of Collaborative Contemporary Teaching & Learning Spaces  
**Carol Home**  
*Unitec Institute of Technology*

**Session 2**  
**Keira Room**  
**ATEM**  
 Getting into Print: Publish or be Damned!  
**Ian Dobson**  
*Federation UA / Monash University*

**Session 3**  
**Belmore Room**  
**LEADERSHIP**  
 Laboratory Excellence & Collaborative Research Environments: A Global Approach  
**Georgia Singleton**  
*Woods Bagot*  
**Leslie Ashor**  
*Research Facilities Design*

**Session 4**  
**Norfolk Room 2**  
**ENVIRONMENT & SUSTAINABILITY**  
 Thinking Outside the Rectangle: Beyond the Carpark for Sustainable Transport at the University of Tasmania  
**Corey Peterson**  
*University of Tasmania*

**Session 5**  
**Pacific Room**  
**LEADERSHIP**  
 Restructuring: The Gap Between Training & Support, & Reality for Managers  
**Cathy Comber**  
*University of Auckland*

**Session 6**  
**Boardroom 1**  
**STUDENT EXPERIENCE**  
 No Pain, No Gain: Restructuring Student Services at the University of Newcastle  
**Bree Slater, Birdene Doherty, Lauren Shield**  
*University of Newcastle*

**Session 7**  
**Admirals Room**  
**TECHNOLOGY & PROCESS INNOVATION**  
 Technology Assisted Strategic Planning in a Complex Environment; A Global Experience in a Multi-State University  
**Dilawar Grewal**  
*The University of the South Pacific*  
**Liz Bare**  
*LH Martin Institute*



## 2.25pm – 3.15pm CONCURRENT SESSION D

### Session 1

**Kembla Room**

#### FACILITIES MANAGEMENT

Is it Time to Throw Innovation in the FM Dustbin

**Donald Macdonald**

*Sw19*

### Session 2

**Keira Room**

#### ATEM

Achieving Effective Change Management through a Dynamic Communication Strategy

**Ann Cheryl Armstrong**

*Western Sydney University*

### Session 3

**Belmore Room**

#### LEADERSHIP

The Vertical Campus - Lessons & Speculations for Building Tall Universities

**James Wilson**

*Lyons*

### Session 4

**Norfolk Room 2**

#### ENVIRONMENT & SUSTAINABILITY

Environment & Sustainability Plans & Policies: Solutions, Straight-Jackets or Meaningless Drivel?

**Brigid Freeman**

*University of Melbourne*

### Session 5

**Pacific Room**

#### LEADERSHIP

From Crisis to Leadership of Self: Motivation, Positivity and Empowerment in the Workplace

**Katy Greenland**

*University of Melbourne*

### Session 6

**Boardroom 1**

#### STUDENT EXPERIENCE

Problem Child to Star Pupil - RMIT's New Academic Street, a Creative Refurbishment

**Edward Berry**

*Lyons*

### Session 7

**Admirals Room**

#### TECHNOLOGY & PROCESS INNOVATION

Why Wait for Technology? Reasons for Continuous Process Improvement

**Ben Norman**

**Tania Carrubba**

*Monash University*

3.15pm – 3.45pm

#### AFTERNOON REFRESHMENTS



3.45pm – 3.50pm

#### Sponsor Speak Easy

Campus Living Villages  
Steve Nobbs



3.50pm – 4.40pm

#### Unmasking Your Potential

Turia Pitt



4.40pm – 4.50pm

#### ATEM Speak Easy



4.50pm

#### Close of Day 1

6.00pm – 9.30pm

#### ATEM Awards Night

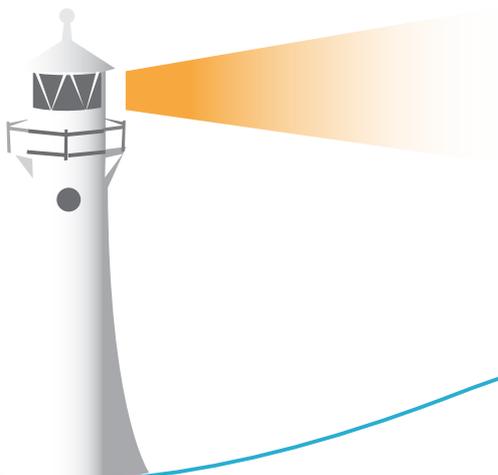
Innovation Campus, University of Wollongong



6.45pm - 10.45pm

#### TEFMA Awards Dinner

City Beach Function Centre  
Attendees to make their own way to the venue.  
Group departure on foot leaves from Novotel at 6:30pm.



## Tuesday 1 September 2015

6.30am Registration Desk Opens

7.30am – 9.00am **ATEM Breakfast**  
Admirals Room



8.00am – 9.00am **TEFMA Annual General Meeting**  
Pacific Room



9.10am – 9.20am **Welcome to the Day & Housekeeping**

9.20am – 10.10am **Education Institutions in a Digitally Disrupted World**  
David Bartlett  
*Director, Explor Consulting*



10.10am – 10.20am **Sponsor Speak Easy**  
Gregory Hanna, *Root Projects*



10.20am – 10.50am **MORNING REFRESHMENTS**



### 10.50am – 11.40am CONCURRENT SESSION E

**Session 1**  
**Kembla Room**  
**FACILITIES MANAGEMENT**  
TEFMA International Partners

**Session 2**  
**Keira Room**  
**ATEM**  
Corporate Governance in the Higher Education Sector: Optimizing the Contributions of University Councils to Universities in Papua New Guinea  
**Lisa Larry**  
*Office of Higher Education Papua New Guinea*

**Session 3**  
**Belmore Room**  
**LEADERSHIP**  
One Client, One Project Manager, One Builder, Three Procurement Approaches to Provide Best Value for Money  
**Robert Hickson**  
*Capital Insight*  
**Eddie Swat**  
*University of New South Wales*

**Session 4**  
**Norfolk Room 2**  
**ENVIRONMENT & SUSTAINABILITY**  
Macquarie University Energy Audits - Using Big Data  
**Shane Esmore**  
*Umwol Lai*

**Session 5**  
**Pacific Room**  
**LEADERSHIP**  
Getting to the Promised Land: ACU's Leadership Model for Achieving Service Excellence  
**William McKendry,**  
**Nicole Van de Gard**  
*Australian Catholic University*

**Session 6**  
**Boardroom 1**  
**STUDENT EXPERIENCE**  
The Role of the Applicant Experience in a Competitive Environment  
**Elizabeth Bishara**  
*Auckland University of Technology*

**Session 7**  
**Admirals Room**  
**TECHNOLOGY & PROCESS INNOVATION**  
Getting the Balance Right Between Student Self-Service & the Personal Touch: Meeting Evolving Student Expectations?  
**Lucy Schulz**  
*Deakin University*

### 11.45am – 12.35pm CONCURRENT SESSION F

**Session 1**  
**Kembla Room**  
**FACILITIES MANAGEMENT**  
Showcasing Sustainability Excellence  
**Sue Hopkins**  
*Australasian Campuses Towards Sustainability,*  
**Corey Peterson**  
*University of Tasmania,*  
**Paul Camilleri**  
*University of the Sunshine Coast*

**Session 2**  
**Keira Room**  
**ATEM**  
Current Practice in Academic Workload Allocation Processes in Australia  
**Richard Watson**  
*University of Southern Queensland*

**Session 3**  
**Belmore Room**  
**LEADERSHIP**  
How Does Strategic Asset Management Planning Influence Campus Master Planning?  
**Julie Rich**  
*University of Newcastle*

**Session 4**  
**Norfolk Room 2**  
**ENVIRONMENT & SUSTAINABILITY**  
Leading Research & Teaching Outcomes Through the UNSW Bio-Medical Precinct  
**Fiona Larkin**  
*Root Projects Australia*  
**Geoffrey Leeson**  
*University of New South Wales*



**Session 5  
Pacific Room  
LEADERSHIP**

Take the Lead in Your Professional Development: Applying for Scholarships & Awards

**Tanya Rubin  
Susan Hudson**

*Western Sydney University*

**Session 6  
Boardroom 1  
STUDENT EXPERIENCE**

Enhancing the Student Experience through Service Excellence

**Kathy Carey**  
*University of Southern Queensland*

**Session 7  
Admirals Room  
TECHNOLOGY & PROCESS  
INNOVATION**

BIM and Collaboration Get Results

**Jonathan De Puit,  
Jan Goetze**  
*Hindmarsh*  
**Christopher Mouflard**  
*Trimble Buildings*

12.35pm – 1.35pm

LUNCH AND POSTER SESSION

Hames  
Sharley

1.35pm – 2.25pm CONCURRENT SESSION G

**Session 1  
Kembla Room  
FACILITIES MANAGEMENT**

Is "The New Academic Workplace" an Oxymoron? Reviewing the Scholarly Evidence-Based Literature to Inform Transformative Planning and Design

**Kenn Fisher**  
*University of Melbourne*  
**Georgia Singleton**  
*Woods Bagot*

**Session 2  
Keira Room  
LEADERSHIP**

Developing a Competitive Edge Through a 'Flipped' Approach to Change

**Dianne Van Eck,  
Dr Judy Szekeres**  
*DVE Business Solutions*

**Session 3  
Belmore Room  
FACILITIES MANAGEMENT**

Let Me Be Frank: Relocating the UTS Business School to its New Home, The Gehry Designed Dr Chau Chak Wing Building

**Paul Szelma  
Craig Lord**  
*University of Technology Sydney*

**Session 4  
Norfolk Room 2  
INTERNATIONALISATION**

How Well Are You Selling The Sustainability Achievements Of Your University?

**Jeffrey Robinson**  
*Aurecon*

**Session 5  
Pacific Room  
LEADERSHIP**

The Introduction of Research Impact Library Advisory Service: A Case Study in Change Management at the University of Melbourne

**Peta Humphreys**  
*University of Melbourne*

**Session 6  
Boardroom 1  
STUDENT EXPERIENCE**

X-factor UOW: Student Co-curricular Learning Experiences

**Alexandra McPaul**  
*University of Wollongong*

**Session 7  
Admirals Room  
TECHNOLOGY & PROCESS  
INNOVATION**

Learning Designs to Accelerate and Deepen Learning: The Use of 3-D Immersive Visualisation

**Kylie Readman**  
*University of the Sunshine Coast*

2.30pm – 3.20pm CONCURRENT SESSION H

**Session 1  
Kembla Room  
FACILITIES MANAGEMENT**

Differentiating through Vision. New Health Training Facilities for a Second Generation University

**David Leece**  
*Billard Leece Partnership*

**Session 2  
Keira Room  
LEADERSHIP**

Contested Strategic Planning Landscapes: Reflections from the Professoriate & the Executive

**Tess Howes**  
*Sydney University*

**Session 3  
Belmore Room  
FACILITIES MANAGEMENT**

Using Big Data to Optimise Tertiary Education Facility Operations

**Cara Ryan**  
*Schneider Electric*

**Session 4  
Norfolk Room 2  
INTERNATIONALISATION**

International Collaborations with AUT's School of Computer and Mathematical Sciences: Achievements and Challenges

**Frances Billot  
Anne Wu-Ross**  
*Auckland University of Technology*

**Session 5  
Pacific Room  
LEADERSHIP**

Examining the UK University Model in a Deregulated Environment

**Conal Newland**  
*Martin Hadland  
JLL*

**Session 6  
Boardroom 1  
STUDENT EXPERIENCE**

Student Early Experience of Using ePortfolios

**Christine Slade**  
*University of the Sunshine Coast*

**Session 7  
Admirals Room  
TECHNOLOGY & PROCESS  
INNOVATION**

Collaborating to Solve Wicked Problems. Are we Willing?

**Carol Harding**  
*Australian Innovation Research Centre*  
**Heather Davis**  
*LH Martin Institute*



<b>3.20pm – 3.50pm</b>	<b>AFTERNOON REFRESHMENTS</b>	
<b>3.50pm – 4.35pm</b>	<b>Keynote Speaker</b> The Hon. Julia Gillard <i>27th Prime Minister of Australia</i>	
<b>4.35pm – 4.40pm</b>	<b>Sponsor Speak Easy</b> Ken Loh, Umow Lai	
<b>4.40pm</b>	<b>Close of Day 2</b>	
<b>5.30pm</b>	<b>Sponsors &amp; Exhibitors Thank You Function (Invitation Only)</b> Pepe's Bar Attendees to make their own way to the venue	
<b>6.30pm</b>	<b>ATEM Ghosts Soiree</b> Towradgi Beach Hotel Attendees are asked to make their own way to this function	

**Wednesday 2 September 2015**

<b>7.00am</b>	<b>Registration Desk Opens</b>	
<b>8.30am – 8.40am</b>	<b>Welcome to the Day &amp; Housekeeping</b>	
<b>8.40am – 8.50am</b>	<b>TEFMA Speak Easy</b>	
<b>8.50am – 9.40am</b>	<b>Adopting a 'Portfolio Management Approach' to Succeed at Leading Locally and Competing Globally</b> Dr Stephen Weller <i>Chief Operating Officer and Deputy Vice Chancellor Australian Catholic University</i>	
<b>9.40am – 9.45am</b>	<b>Sponsor Speak Easy</b> Capital Insight	
<b>9.45am – 10.15am</b>	<b>MORNING REFRESHMENTS</b>	

**10.15am – 11.05am CONCURRENT SESSION I**

<p><b>Session 1</b> <b>Kembla Room</b> <b>FACILITIES MANAGEMENT</b> Our Journey to Asset Management Excellence <b>Liz Topolcsanyi</b> <i>Programmed Facility Management</i></p>	<p><b>Session 2</b> <b>Keira Room</b> <b>LEADERSHIP</b> Going Global: Leading Locally, Leveraging Serendipity &amp; Snowballing <b>Carroll Graham</b> <i>University of Technology Sydney</i></p>	<p><b>Session 3</b> <b>Belmore Room</b> <b>FACILITIES MANAGEMENT</b> Learning Space Forecast: Spatial Impact of the 2015 Horizon Report <b>Jo Dane, Sarah Ball</b> <i>Woods Bagot</i></p>	<p><b>Session 4</b> <b>Norfolk Room 2</b> <b>INTERNATIONALISATION</b> Giving Credit Where Credit is Due: Managing AQF Compliant Credit Assessment Processes Across Global Locations <b>Gerard Shanahan</b> <b>Suzanne Parker</b> <i>RMIT University</i></p>
<p><b>Session 5</b> <b>Pacific Room</b> <b>LEADERSHIP</b> What Do Academics Think of Professional Staff &amp; What Should We Do About It? <b>Stephen Gray</b> <i>University of New South Wales</i></p>	<p><b>Session 6</b> <b>Boardroom 1</b> <b>STUDENT EXPERIENCE</b> The SSAF at UON: Challenges, Change, and Innovation <b>Trevor Gerdson</b> <i>University of Newcastle</i></p>	<p><b>Session 7</b> <b>Admirals Room</b> <b>TECHNOLOGY &amp; PROCESS INNOVATION</b> Going Agile in Student Administration Projects: A New Way of Working With IT Colleagues to Create Benefit for Students &amp; the University <b>Maddy McMaster</b> <i>RMIT University</i></p>	

## 11.10am – 12noon CONCURRENT SESSION J

### Session 1 Kembla Room FACILITIES MANAGEMENT

How “SMART” is your Signage? Enhancing the Student Experience Through Physical & Digital Wayfinding Technologies

**Bryce Hutchinson**  
*University Of Technology Sydney*  
**Stephen Minning**  
*Brandculture*

### Session 2 Keira Room LEADERSHIP

Why Did I Say Yes? My Year as the Enrolments Manager, Leader & Follower

**Robyn Causley**  
*Western Sydney University*

### Session 3 Belmore Room FACILITIES MANAGEMENT

The Integrated Vocational & Higher Education Precinct: Improving Performance Through a Consolidated Built Environment

**Shane Wood**  
*DWP Suters*

### Session 4 Norfolk Room 2 INTERNATIONALISATION

Australia 2030 - The Lucky Country or The Plucky Country?

**Mark Brodsky,**  
**Margaret Ruwoldt**  
*University of Melbourne*

### Session 5 Pacific Room LEADERSHIP

Effects of Leadership Styles on Employee Wellbeing & Organisational Outcomes at an Australian Regional University

**Ataus Samad**  
*Central Queensland University*  
**Heather Davis**  
*LH Martin Institute*

### Session 6 Boardroom 1 STUDENT EXPERIENCE

Clear from the Start: Defining when Adjustments are Considered Reasonable Under the Disability Standards for Education

**Kai Jensen,**  
**Rick Boffa**  
*RMIT University*

### Session 7 Admirals Room TECHNOLOGY & PROCESS INNOVATION

Higher Education Policy Technology & Process Innovation in Three Different Worlds: United States, New Zealand & Papua New Guinea

**Brigid Freeman**  
*University of Melbourne*

12noon – 1.00pm

LUNCH

## 1.00pm – 1.50pm CONCURRENT SESSION K

### Session 1 Kembla Room FACILITIES MANAGEMENT

Condition Driven Maintenance: Why Condition Isn't the Be All and End All

**Michael McCosker**  
*Asstetic*  
**Kellie Arnold**  
*Deakin University*

### Session 2 Keira Room LEADERSHIP

Coaching: A Way Forward Through Collaborative Empowerment

**Linda Thompson**  
*University of Auckland*

### Session 3 Belmore Room FACILITIES MANAGEMENT

Designing Facilities to Enhance the Student Clinical Placement Experience

**Benjamin Cleveland**  
*University of Melbourne*  
**Tara Veldman**  
*Billard Lece Partnership*

### Session 4 Norfolk Room 2 INTERNATIONALISATION

Regional Insights into Campus Development

**Mike Walsh**  
*JLL*

### Session 5 Pacific Room LEADERSHIP

A Leadership Challenge Shared = Success

**Joanne Austin,**  
**Fiona Spurrell**  
*Swinburne University of Technology*

### Session 6 Boardroom 1 STUDENT EXPERIENCE

Managing a MOCC: Reflections on a Year of Coordinating a Massive On-Campus Course

**Mary-Rose Adkins**  
*University of the Sunshine Coast*

### Session 7 Admirals Room TECHNOLOGY & PROCESS INNOVATION

Campus of the Future

**Anne Kovachevich**  
*Arup*



**Session 1**  
**Kembla Room**  
**FACILITIES MANAGEMENT**

Contractor Panels for FM -  
The Solution to Maximising  
the Efficiency of Compliant  
Engagement - Reducing Costs  
& Optimising Outcomes

**Scott Alden**  
*DLA Piper*  
**Mick Serena**  
*DCWC SAFM*  
**Russell Vicary**  
*University of Melbourne*

**Session 2**  
**Keira Room**  
**LEADERSHIP**

I Think I Can: I Learnt I Could:  
How the Take Up of Personal  
Leadership Can Influence an  
International Institution

**Mary-Louise Huppatz**  
**Margaret Ruwoldt**  
*University of Melbourne*

**Session 3**  
**Belmore Room**  
**ENVIRONMENT &  
SUSTAINABILITY**

University of Melbourne's  
Arts West Redevelopment  
- A Case Study in Value-for-  
Money Sustainability

**Gerard Healey**  
*Arup*  
**Tom Dean**  
*Slattery*

**Session 4**  
**Norfolk Room 2**  
**INTERNATIONALISATION**

Reaping the Benefits of  
Increased International RHD  
Enrolments in Engineering

**Chanel Hopkinson**  
**Kirsten Duncliff**  
*University of Newcastle*

**Session 5**  
**Pacific Room**  
**LEADERSHIP**

Leadership Development  
in Increasingly Global  
& Competitive Tertiary  
Education Environments:  
The Case of eLAMP Examined  
with an Organisational  
Development Lens

**Tony Brown**  
*Curtin University*  
**Heather Davis**  
*LH Martin Institute*

**Session 6**  
**Boardroom 1**  
**STUDENT EXPERIENCE**

Enhancing the Student  
Experience through UWS  
Summer

**Ann Cheryl Armstrong,**  
**Katrina White**  
*Western Sydney University*

**Session 7**  
**Admirals Room**  
**INTERNATIONALISATION**

G20 Brisbane Meetings –  
International Engagement for  
Universities

**Melanie O'Toole**  
*Griffith University*

**2.45pm – 3.15pm** **AFTERNOON REFRESHMENTS**

**3.15pm – 3.20pm** **Sponsor Speak Easy**  
Paul Gilmore  
*AG Coombs*



**3.20pm – 4.10pm** **Keynote Speaker**  
Brad Smith  
*Owner, Managing Director, braaap*



**4.10pm – 4.20pm** **Launch of TEMC 2016**

**4.20pm – 4.30pm** **Conference Close and Thank You**

**7.00pm – 11.45pm** **TEMC Dinner**  
Black Tie with a Twist  
The Great Hall, University of Wollongong  
Transfers will depart from conference hotels at 6.45pm.  
Please check pick up points at the Registration Desk.



# Guest Speakers

## OPENING GUEST SPEAKER



**His Excellency General The Honourable  
David Hurley AC DSC (Ret'd)**  
*38th Governor of NSW*

His Excellency General The Honourable David Hurley AC DSC (Ret'd) is the 38th Governor of NSW. He commenced his five year tenure in October 2014.

Prior to his appointment as Governor, His Excellency served for 42 years in the Australian Army, concluding his service as the Chief of the Defence Force. His Excellency was awarded a Companion of the Order of Australia in 2010 for eminent service to the Australian Defence Force, and a Distinguished Service Cross for his leadership during Operation SOLACE in Somalia in 1993.

His Excellency is married to Linda and has three adult children: Caitlin, Marcus and Amelia. He has a wide range of interests in the arts and in sport.

As Governor of New South Wales, His Excellency intends to support the people and community organisations of New South Wales, through:

- assisting programs and organisations that promote inclusiveness, diversity and active citizenship
- recognising innovation, achievement and excellence
- promoting industry and regional development
- providing support in times of adversity
- advocating for marginalised members of our community.

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## KEYNOTE SPEAKERS



**Professor Ian Chubb**  
*Chief Scientist*

Professor Ian Chubb commenced in the role of Chief Scientist for Australia in 2011.

Prior to that, Professor Chubb was Vice-Chancellor of the Australian National University from January 2001 to March 2011; Vice-Chancellor of Flinders University of South Australia for six years and the Senior Deputy Vice-Chancellor of Monash University for two years.

He was Chair of the Higher Education Council (the Commonwealth Government's peak advisory body on higher education) from September 1990 to December 1994 and was, until mid-1994, Deputy Chair of the National Board of Employment, Education and Training (the Commonwealth's peak advisory body on all matters related to the Employment, Education and Training portfolio).

From January 1986 to September 1990, Professor Chubb was the Deputy Vice-Chancellor of the University of Wollongong and Honorary Professor of Biology. During the period 1978-1985 he was an academic in the School of Medicine of Flinders University. Before that he was at Oxford University where, during the period 1971-1977, he was a Wellcome Foundation Scholar, a Junior Research Fellow of St John's College, and a Royal Society Research Fellow. He spent 1969-1971 as a JF & C Heymans Research Fellow at the University of Ghent, Belgium.

Professor Chubb was President of the Australian Vice-Chancellors' Committee (AVCC) for 2000 and 2001, Vice-President for 1998 and 1999 and an elected member, or member, of the Board of the AVCC between 1996 and 2006. From January 2000 to December 2001 Professor Chubb was a member of the Prime Minister's Science, Engineering and Innovation Council (PMSEIC). He serves, or has served, on numerous other Boards and Committees related to his university or Commonwealth responsibilities – in universities and in the public and private sectors.

In 1999 Professor Chubb was made an Officer of the Order of Australia (AO) for "service to the development of higher education policy and its implementation at state, national and international levels, as an administrator in the tertiary education sector, and to research particularly in the field of neuroscience". In 2006 he was made a Companion (AC) in the order for "service to higher education, including research and development policy in the pursuit of advancing the national interest socially, economically, culturally and environmentally, and to the facilitation of a knowledge-based global economy".

Professor Chubb was the ACT's Australian of the Year in 2011. He has been awarded five honorary doctorates: a DSc by Flinders University in 2000; a D.Litt by Charles Darwin University and a D.Univ by the Australian National University, both in 2011; an LLD by Monash University in 2012 and a D.Univ by the University of the Sunshine Coast in 2014.

He was elected a Fellow of the Australian College of Education in 2008 and a Fellow of the Academy of Technological Sciences and Engineering and Fellow of the Royal Society of New South Wales in 2014.

**PRESENTATION: *Taking the long view: graduates today, leaders tomorrow***

*Universities have two core obligations to their students and the community which helps to meet the costs of education: to instil deep content knowledge and develop the skills to work. In an innovation-led economy, the demand for science-trained and work-ready graduates will only continue to grow. Australia will look to universities to reimagine what science education should be, and reengineer for a future in which science is central.*

*This session has been sponsored by*





## Turia Pitt

Turia Pitt was a model before landing her dream job at the Argyle Diamond Mine in Kununurra. In 2011 her life was turned upside down when she became trapped in a grassfire during an ultra-marathon. She suffered burns to 65% of her body.

With too little unburned skin left for skin grafts, Turia was put in an induced coma in the Burns Unit at Sydney's Concord Hospital while her body fought life-threatening infections and her surgeons imported skin from California. She lost the fingers on her right hand and her fingers on her left are partially fused together. She needed a new nose. There have been numerous operation, yet there are many more to come.

Despite facing a future with multiple challenges, Turia is optimistic. She is driving again and studying for both her MBA and Masters degree. She is walking in marathons and would one day like to run again. Above all, she wants her story to make a difference: her mission is to make skin a more prominent organ in the repertoire of donated organs.

It is a miracle Turia lived when she was expected to die. But Turia was not ready to die – she had too much.

**PRESENTATION: *Unmasking your Potential***

*Within her speech, Turia explores topics such as overcoming adversity and coming to terms with change.*

*By sharing her story in a refreshingly candid way, she also emphasizes the importance of determination, perseverance and never giving up. Most importantly, she illustrates how you can get the most out of life, and how you can find your true purpose.*

*This session has been sponsored by*



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**David Bartlett**  
*Director, Explor Consulting*

Prior to entering Parliament, David had an extensive career in the information technology and telecommunications sector including roles as Chief Information Officer and industry development specialist. As Premier of Tasmania, he switched on the first non-Telstra owned optic fibre backbone in the state, developed the first broad scale FTTP brownfields roll out and championed his home state as the first National Broadband Network location.

David is now a Director of Explor Consulting. He brings a unique perspective to discussions about broadband, innovation, commercialisation and the future of government service delivery and is passionate about sharing the Tasmanian experience with other regional economies. Since leaving the Parliament, David has been working with regional economies, industry sectors and communities across Australia to prepare strategies for maximising economic and social renewal underpinned by broadband and digital technologies.

David is also Chairman of Asdeq Labs, a technology startup building enterprise mobility solutions and currently expanding operations into the US. He is a Director of PlaceSpeak international, a company delivering the world's first geo-social online consultation platform for Government and industry.

**PRESENTATION: *Education Institutions in a Digitally Disrupted World***

*More than ever before consumers are ahead of our major institutions in their use of technology, their expectation of customised services and their ability to talk back en masse. The more people use technology as consumers the more they expect technology to shape their experience as customers, patients, citizens and learners. The way people are making choices and consuming online content has radically altered just in the last five years and most of our large organisations, corporates and governments are being left behind. Increasingly every institution and company is a software company masquerading as a bank, an airline or university. This has profound implications for the sustainability of age old institutions like universities and TAFEs. In this entertaining presentation David will explore these ideas and draw conclusions about key strategies for institutional leaders.*

*This session has been sponsored by*



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**The Hon. Julia Gillard**  
*27th Prime Minister of Australia*

Julia Gillard was sworn in as the 27th Prime Minister of Australia on 24 June 2010 and served in that office until June 2013.

As Prime Minister and in her previous role as Deputy Prime Minister, Ms Gillard was central to the successful management of Australia’s economy, the 12th biggest economy in the world, during the Global Financial Crisis and as Australia positioned to seize the benefits of Asia’s rise. Ms Gillard developed Australia’s guiding policy paper, Australia in the Asian Century. Ms Gillard delivered nation-changing policies including reforming Australia education at every level from early childhood to university education, creating an emissions trading scheme, improving the provision and sustainability of health care, aged care and dental care, commencing the nation’s first ever national scheme to care for people with disabilities and restructuring the telecommunications sector as well as building a national broadband network. In foreign policy, Ms Gillard strengthened Australia’s alliance with the United States, secured stronger architecture for the relationship with China, upgraded Australia’s ties with India, and deepened ties with Japan, Indonesia and South Korea. Ms Gillard has represented Australia at the G20, including winning Australia’s right to host the 2014 meeting, the East Asia Summit, APEC, NATO-ISAF and chaired CHOGM. Under Ms Gillard’s leadership, Australia was elected to serve on the United Nations Security Council.

Ms Gillard is the first woman to ever serve as Australia’s Prime Minister or Deputy Prime Minister. In October 2012, Ms Gillard received worldwide attention for her speech in Parliament on the treatment of women in professional and public life.

Ms Gillard is a Distinguished Fellow with the Center for Universal Education at the Brookings Institution in Washington. In February 2014, Ms Gillard was appointed chair of the Global Partnership for Education, a leading organization dedicated to expanding access and quality education worldwide. Ms Gillard is a member of the board of directors of Beyond Blue, which is committed to helping Australians understand and manage anxiety and depression. Ms Gillard also serves as an Honorary Professor at the University of Adelaide.

Ms Gillard’s memoirs, My Story, were published by Random House in September 2014.

**PRESENTATION: *Leading Locally, Competing Globally***

*This session has been sponsored by*



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**Dr Stephen Weller**  
*Chief Operating Officer & Deputy Vice-Chancellor,  
Australian Catholic University*

The Chief Operating Officer & Deputy Vice-Chancellor is a member of the Senior Executive Group at Australian Catholic University. In this role Dr Weller leads the Corporate Services Portfolio which is critical to the achievement of the strategic and operational priorities of the University. The Portfolio includes infrastructure; information technology; properties; marketing and external relations; student recruitment & client services; student administration; human resources; finance; planning & strategic management; and governance & corporate services. Dr Weller is also responsible for providing effective corporate governance through the University Senate and Company in his role as Company Secretary.

With more than 20 years' experience in tertiary education across five universities in three states, Dr Weller brings a wealth of experience to ACU. He holds a PhD in Organisational Justice from Victoria University, a Master of Business Administration from the University of Technology, Sydney, a Master of Commerce, Employment Relations from the University of Western Sydney, and a Bachelor of Arts, Government and Public Administration from the University of Sydney.

**PRESENTATION: Adopting a 'Portfolio Management Approach' to Succeed at Leading Locally and Competing Globally**

*A portfolio management approach takes the view that the whole is greater than the sum of its parts, and when diverse aspects of an organisation collaborate together to support one common purpose, then greater results can be achieved.*

*In this keynote address, Dr Weller will outline the thinking behind the portfolio management approach, use three case studies to highlight its practical application to lead locally and compete globally, and conclude with a guide for delegates to implement portfolio management in their workplaces.*

*The three case studies are the evolution and transformation of the Association for Tertiary Education Management (ATEM); the local and international growth and engagement of the Cairns Campus of James Cook University (JCU); and the substantial and dynamic growth and transformation of services and infrastructure at Australian Catholic University (ACU).*

*This address is a professional and personal reflection of key features of Stephen's career during the last six years. It will balance theory and practice, local and international perspectives, and will be targeted to tertiary education managers be they faculty, student, campus, facility, or property specialists.*

*This session has been sponsored by*



strategy | planning | delivery | management

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**Brad Smith**  
*Director, braaap Motorcycles*

Brad is twice winner of Australian Young Entrepreneur of the Year and runner-up International Young Entrepreneur of the Year. Brad's company braaap has won Australian Retail Business of the Year four times. In 2014 he was appointed to the Reserve Bank of Australia's advisory board. Brad inspires audiences all around the world and many have called him "The future Richard Branson".

Brad is the founder of braaap Motorcycles. "braaap" is the only Australian motorcycle company and one of the country's most exciting emerging brands. braaap has been named National Retailer of the year for four years. The multi-million dollar company has grown exponentially in what others say is the world's toughest time for the economy.

Smith was knocked back by over 50 manufacturing plants and 20 banks/financiers during the start-up of braaap. He is the son of parents who came from government housing, and had no financial help or experience. This is a story of persistence, faith and courage.

*This session has been sponsored by*



**A.G.Coombs**



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Our clients benefit from Pioneers' 28 years facility services experience, as well as local expertise gained from servicing many large customers nationally. We currently have contracts with national supermarket chains, shopping centres, defence, department stores, educational facilities, sporting venues, banks, accommodation, and local government bodies and produce excellent results.



# 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 30 August

6.00pm – 8.30pm

The Deck, Novotel Wollongong

Enjoy renewing old acquaintances and making new ones, whilst enjoying the sunset over Wollongong.

Dress – Smart Casual



## CONFERENCE DINNER

Wednesday 2 September

7.00pm – 12midnight

Sponsored by Woods Bagot and Wilde & Woollard

**WOODS  
BAGOT**

**WV**  
WILDE AND  
WOOLLARD

TEMC 2015 Conference Dinner Theme: Black Tie with a Twist

Twist: *noun*; an unexpected change in a process or a departure from a pattern.

This year's conference dinner is all about glamour – with a twist! Men, dust off that tuxedo jacket and pair it with an outrageous tie or perhaps bowling shoes. Ladies, pull out those floor length gowns and throw on some boldly coloured jewellery or maybe gumboots. The twist can be as over-the-top or as understated as you like. The only limit is your imagination – and what you can comfortably carve up the dance floor in...



## TEFMA EVENTS



### TEFMA Awards Dinner

Monday 31 August

6.30pm – 11.30pm

City Beach Function Centre

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

TEFMA Members need to register to attend this function. For cost to attend, please see Registration Desk.

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

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

Dress – After five.

*Thank you to the TEFMA Awards Dinner Sponsors*

**DONALD  
CANT  
WATTS  
CORKE**



### TEFMA Breakfast & AGM

Tuesday 1 September

8.00am – 9.00am

Pacific Room, Novotel Northbeach

A light grab 'n' go breakfast of croissants, fruit and tea and coffee will be served before the commencement of the AGM.

Dress – Smart Casual or Informal Business.



## ATEM EVENTS



Association for Tertiary  
Education Management

### ATEM Awards Night

Monday 31 August

University of Wollongong Innovation Campus

6.00pm – 9.00pm

The presentation evening for the 2015 ATEM Best Practice Awards will be held on Monday the 30 August. We will gather again to honour the work being done by our bright and innovative members.

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

Bus transfers will be provided to the Campus from the Novotel Northbeach only.

Dress –After five

*Thank you to the ATEM Best Practice Awards Sponsors*



### ATEM Breakfast

Tuesday 1 September

Admirals Room, Novotel Northbeach

Join ATEM members for the annual breakfast. A hearty buffet breakfast will be served.

### ATEM Ghosts Soiree

Tuesday 1 September

Towradgi Beach Hotel

6.30pm

Enjoy the 2015 Ghosts Soiree at the Towradgi Beach Hotel.

This is an invitation only event.





Association for Tertiary  
Education Management

*connecting your career with people and practice*

# A warm welcome to ATEM members to 2015 TEMC Wollongong

**If you are not a member then now is the time to join.**

## Why?

Here are ten reasons

1. Build your professional networks, locally & globally
2. Undertake our emerging Leaders and Managers program (eLAMP)
3. Stay informed about best practice and issues in the sector through e-newsletters and our acclaimed peer reviewed journal
4. Access special members discounts for all ATEM conferences and events
5. Attend seminars on current issues in our sector
6. Gain new skills - more than 100 programs on offer
7. Have your expertise recognised through our best practice awards, scholarships & other prizes
8. Showcase your expertise through presenting at ATEM events
9. Share ideas and knowledge with colleagues through specialist communities of practice
10. Demonstrate commitment to your career

## Upcoming Events for the remainder of 2015

Your membership allows ATEM to produce cost effective and excellent conference, seminars and workshops.

ATEM produces programs relevant at the local, national and international level. We are completely focussed on making sure that all our programs are in context of higher education management.

**These are just some of the programs still remaining for 2015:**

Date	Program	Location	Speakers/Facilitators
8 SEPT	<b>Writing Persuasive Document</b>	BRIS	Australian Institute of Management
10 SEPT	<b>Emotional Intelligence</b>	MELB	Julie Warnock
14 SEPT	<b>Organisational Development Symposium</b>	ADEL	Marguerite Foxon conducted with AHEIA
18 SEPT	<b>8 steps to improve your Business processes</b>	SYD	Grisel Carreira
29 SEPT	<b>Techniques for Managing And Resolving Difficult Situations</b>	ONLINE (QLD region)	Hands On Instructor-led Virtual Classroom Experience
30 SEPT	<b>Doing more with Less</b>	ADEL	Adrian Skull
9 OCT	<b>Presenting your Socks off</b>	SYD	Tony Peterson
13 OCT	<b>Developing Inter-cultural Intelligence</b>	BRIS	PD Training
13 OCT	<b>Resilience And Influencing Skills For EA/PA In The Higher Education Sector</b>	MELB	Julie Warnock
15 OCT	<b>Effective Communication Skills</b>	MELB	Adele Gaylard
16 OCT	<b>Introduction to Event Management</b>	PERTH	Joel Martin
19 OCT	<b>Admissions Managers Symposium</b>	MELB	TACs Reps Liz Moon/Ross Buchan Teresa Tjia
4 NOV	<b>Understanding Finance for non-Finance managers</b>	BRIS	Australian Institute of Management
13 NOV	<b>Policy Writing Implementation and Evaluation</b>	AUCKLAND	Brigid Freeman
26 NOV	<b>Meet the CEO's</b>	PERTH	Prof Steve Chapman Jill Jamieson
26 NOV	<b>NSW Regional Conference</b>	SYD	Various speakers
30 NOV	<b>Building Resilience Through Ongoing Change For Library Staff</b>	SYD	Julie Warnock
2 DEC	<b>Stress Less Laugh More</b>	SYD	Anthony Ackroyd



### **The ATEM/Campus Review Awards for best practice in Tertiary Education Management.**

On the first day of the conference, we will gather for the Awards presentation evening – a celebration of our profession and although we are there to honour the winners we are also there to ensure the professional in tertiary education is a celebrated part of the sector.

Next year ATEM will conduct the 5th annual awards and we want as many people as possible to nominate. This is important for our profession and we look forward to celebrating in Auckland.

**Tickets are still available for the 2015 event. Please see the front desk for tickets.**



### **eLAMP (ATEMOnline) conducted by LH Martin & ATEM**

The Emerging Leaders and Managers Program (eLAMP) continues to be a successful online program conducted by L H Martin Institute and ATEM.

The program has had over 300 participants since its inception in 2012.

Many institutions are now using eLAMP as an integral part of their PD offerings to professional staff including Sydney University which has opted for a guided cohort run by the staff at LH Martin.

**The key themes of the four modules are:**

**Module 1: Managing and Developing Yourself**

**Module 2: Managing and Developing Others**

**Module 3: Managing and Developing the Business**

**Module 4: Understanding the Tertiary Education Landscape**



### **LH Martin Guided Sponsored Cohorts**

This program can be run for institutions as a sponsored guided cohort as part of a broader integrated organisational development program. Participants in these cohorts complete four online study modules together with the bridging program which consists of a series of face-to-face workshops and a final work based project, alongside colleagues selected by their institution or regional sponsor. Institutions can also partner with others to reduce costs and develop wider networks.

**For more information on eLAMP go to <http://www.lhmartininstitute.edu.au/professional-development-programs/leadership-programs/85-emerging-leaders-and-managers-program>**



# Sponsors

The 2015 Tertiary Education Management Conference would like to thank all of the sponsors and exhibitors for their invaluable support and help in making this conference a great success.

## Conference Dinner Sponsor



**WILDE AND  
WOOLLARD**

Wilde and Woollard is one of Australia's oldest and most respected Quantity Surveying Practices. As long time Business Partners of the TEMC, we are proud to again sponsor the 2015 TEMC in Wollongong.

We are a leading provider of Cost Management and Specialist Services to the Higher Education Sector and noted for our innovation and personalised services.

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- ESD / Whole of Life Cost Modelling
- Value Management
- Procurement and Risk Management Studies
- Recurrent Cost Benchmarking
- Research & Development

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We have a nationwide reach with infrastructure throughout every state and territory. We have built our business on quality service and strong relationships, we are fully accredited and backed by a platform of management systems.

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## Conference Dinner Sponsor



Woods Bagot has been a proud sponsor of TEMC for over 10 years. During a time of considerable change within the higher education sector, Woods Bagot has led innovations in research laboratories, teaching and learning environments and the academic workplace. As a Global Design Practice, Woods Bagot cares about the campus experience and the role of design excellence in attracting and retaining the best staff and students.

Our team comprises individuals with a depth of experience and knowledge who are responsible for many benchmark projects including South Australian Health & Medical Research Institute, Deakin University Burwood Highway Frontage, University of Sydney Business School, UNSW Biosciences, Flinders University Hub and UNSW Flipped Classroom Precinct. We invite you to ask our team about these projects and our unique Research + Consulting + Interiors + Architecture approach.

[www.woodsbagot.com](http://www.woodsbagot.com)

## Day Refreshment and Keynote Speaker Sponsor



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

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

As a business, CLV goes beyond providing quality buildings and facilities. We work to create an exceptional student experience that delivers learning opportunities and lifetime memories for residents.

[www.campuslivingvillages.com](http://www.campuslivingvillages.com)



Keynote Speaker Sponsor



Umow Lai is a leading multi-disciplinary Building Services Engineering and Sustainability (ESD) consultancy that is synonymous with design excellence, quality, ecologically sustainable development and award winning projects.

Umow Lai provide exceptional service to our clients and we strive to meet all of their objectives and expectations. We add value by being at the forefront of world's best practice and actively enhance our knowledge of emerging technologies and advanced design techniques.

www.umowlai.com.au

Keynote Speaker Sponsor



A.G.Coombs

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A.G. Coombs for safe, efficient and effective buildings.

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Keynote Speaker Sponsor



strategy | planning | delivery | management

For over 20 years, Capital Insight has been a leader in the strategy, planning, delivery and management of high-profile or complex projects that deliver significant community, social or urban benefits. We offer services at every stage of a project's lifecycle and provide our clients with an experienced and integrated team of professionals that adds value from the outset.

Our work is predominantly in the social infrastructure sectors, specialising in Tertiary Education, Research and Health, and last year we were awarded the National Project Management award for projects over \$100 million.

www.capitalinsight.com.au

Keynote Speaker Sponsor



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

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

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

Lyons is in its 15th year of sponsoring the TEMC Conference, and is proud to support the ongoing leadership and innovation of the organisation.

www.lyonsarch.com.au

Series of horizontal lines for contact information.



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## Keynote Speaker Sponsor



Root Projects Australia is a leading provider of specialist project management services throughout Australia. Over the past 20 years our clients have included many of Australia's leading providers of social infrastructure in the education, research, civic & cultural, health and transport sectors. Our continuing focus on projects characterized by high-intensity stakeholder and operational environments and/or high heritage or cultural significance, reflects an enthusiasm for complex projects that have become a hallmark of our practice. Our services range from project feasibility to delivery, and is backed by a team of highly qualified and experienced professional staff.

[www.rootprojects.com.au](http://www.rootprojects.com.au)

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IDentiTech specialises in end-to-end identity management solutions. Our skills and products are used by some of the most security-conscious organisations in Australia, including the Government, and organisations in the Healthcare, Education and Corporate sectors.

Incorporating corporate clothing and promotional merchandise, ID card printing including a card printing bureau service and on-site printing solutions, makes IDentiTech the one-stop provider for all things identity-related.

[www.identitech.com.au](http://www.identitech.com.au)

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## Day Refreshment Sponsor



Hames Sharley is a knowledge-based design practice combining architecture, urban design, interior architecture and laboratory design. Operating from offices throughout Australia, we continually monitor trends in education and research. Knowledge underpins our work and provides bench marking to support intelligent and sustainable design solutions. The high quality of recently completed projects for Flinders University, Charles Darwin University, the University of Western Australia, the University of Adelaide and Griffith University have been recognised with architectural awards.

[www.hamessharley.com.au](http://www.hamessharley.com.au)



## Conference Supporter



Australian Catholic University (ACU) is Australia's leading Catholic university and is supported by more than 2,000 years of Catholic intellectual tradition. ACU has seven campuses around Australia.

ACU engages the Catholic Intellectual Tradition to bring a distinct perspective to higher education. We empower students to think critically, ethically and to bring about change in their communities and professions.

By fostering and advancing knowledge in education, health, commerce, the humanities, the sciences and technologies, law, and the creative arts, ACU contributes to its local, national and international communities.

As a member of the International Federation of Catholic Universities, we are devoted to communicating truth in every field of knowledge through teaching and research, as well as promoting the dignity of all people.

As a publically-funded university, we welcome staff and students of all beliefs and backgrounds, and we are committed to providing equal access to education for all people.

[www.acu.edu.au](http://www.acu.edu.au)

## Conference Supporter



PAUL MORGAN ARCHITECTS

Paul Morgan Architects specialises in University projects. The experience of the practice includes the demystification of sustainable design, the identity and 'branding' of educational institutions, the design of blended learning spaces and the hybridisation of tertiary building types.

The practice has received thirty local and international awards and shortlistings for projects since 1997.

PMA exhibited in the 2012 and 2008 Venice Biennales, the 2012 Istanbul Biennale and the World Architecture Festival in 2008.

[www.paulmorganarchitects.com](http://www.paulmorganarchitects.com)

## Conference Supporter



MSS Security has delivered safety and security services to Australia's universities for more than 100 years.

Our active involvement in the sector ensures we remain at the forefront of threats, challenges and innovations, allowing us to align continuous improvement initiatives to the needs of individual campuses.

We recognise that attracting and retaining the right kind of people is critical to our success and focus on supporting them through best practise HR initiatives, a national training academy and 24/7 supervision.

[www.mssecurity.com.au](http://www.mssecurity.com.au).

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With a distinct model of learning and strong research performance, UTS is committed to meeting the needs of 21st century students; and delivering on our vision of being a world-leading university of technology.

Our newly redeveloped City campus supports the reshaping of education at UTS, whilst providing our partners in industry, government and the community access to world-leading facilities and capabilities within Sydney's burgeoning education, science and creative hub.

[www.uts.edu.au](http://www.uts.edu.au)



# Exhibitors



Advanced Spatial technologies Pty Ltd (ASt) is an Autodesk, BlueBeam and FM:System's partner servicing the building design, construction and operations industries. ASt is recognised by Autodesk as a preferred industry partner for Facility Management solutions and is Bluebeam's platinum partner and distributor worldwide. ASt's CaddWest division supports the customers CAD, BIM FM requirements, partnering with Filor 3D specialist high tech 3D laser scanning, and 3D printing services to support building and engineering modelling. Filor 3D continues to develop new uses, with modern advanced Laser scanning and 3D printing equipment.

[www.advancedspatial.com.au](http://www.advancedspatial.com.au) [www.filor3dservices.com](http://www.filor3dservices.com)



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We are confident that Camatic seats will exceed many expectations and that our products are truly superior in their design offering hassle free enjoyment for many years.

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# diadem

Diadem provides a fully integrated project solution that combines design innovation with construction practicality to deliver outstanding architectural signage, wayfinding strategy and customer experience, and branded environments.

At Diadem we believe good design, clear communication and quality delivery translate to improved customer experiences, consistent branding and better project results. What this means is that creative solutions are developed with both innovation and buildability as key performance outcomes.

We have worked with dozens of education facilities across Australia and NZ. Diadem understands wayfinding, brand identity and public spaces. Our solutions are effective, comprehensive, and create confidence for all users to easily navigate the physical environment.

[www.diadem.com.au](http://www.diadem.com.au)



CellOPark is Australia's leading provider of Pay-by-Smartphone and Virtual Parking Permit technology and is revolutionising campus and on-street parking by integrating best-of-breed systems to create a customised "Smarter Parking" offering to motorists. Established in Sydney in 2008, CellOPark Australia was the first company to bring a tested and proven pay-by-phone, pay-by-web, pay-by-app parking system to Australia and today processes millions of dollars in parking transactions across 4 Australian states and can provide turnkey solutions including enforcement.

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Since the inception of the company, ICAD has been providing consulting services in the design, development and management of information technology systems related to computer applications of the built environment.

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The strength of ICAD is in providing both professional and technical FM consulting services directed towards database development and migration, integration with financial and human resource systems, web-based dashboard and scoreboard applications, administration and system training.

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Inventis is a diversified company involved in sales, marketing, design and manufacture of products and services whose foundation is 'inspiration' and 'innovation'.

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# Concurrent Session Abstracts

**Concurrent Session**  
**Monday 31 August**  
**10.45am – 11.35am**

# A

## Session 1

**TEFMA Maurie Pawsey Scholarship Winner**  
**Ivana Glavinic May**  
***University of South Australia***

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

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

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

*Over the last six years I have been involved in numerous projects that focus on delivering facilities that enhance the student academic and extracurricular experiences on campus.*

*Currently as a Campus Project Manager I'll be involved with a master plan study of the Magill and Mawson Lakes Campuses that will be used as a backbone to the provision of new diverse facilities for academics and students in addition to existing ones.*

*UniSA's recent University Experience Survey revealed wide-ranging comments about student and staff desires for a sense of a community on campus; their wish for a sense of belonging to the University and wanting a stimulating life within and outside of their academic program. The same Student Experience Survey outlined that students expect a variety of accommodation and spaces on campus, which would allow them to satisfy these expectations. UniSA's new 5 year strategic plan aims to address these expectations in order to provide for better research synergies, enhanced student experience and student retention on campus.*

*In particular I'm interested in how the process of developing the master plan of the campus can influence the development of facilities that support not only academic curriculum but also the extracurricular activities.*

*I would like to communicate with other tertiary institutions that have experienced similar issues through the development of master plans and how successful they were in delivering these. In particular I'm interested to learn if other institutions:*

- *Had different approaches to similar issues that UniSA has.*
- *Have developed master plans as "good governance", or out of necessity to address new demands, to address change etc. What was the driving force?*
- *Had to revisit and revise the existing master plans to suit forces that change the nature of the tertiary education sector.*
- *Have considered or delivered spaces for extracurricular activities (not limited to sporting and club activities) and spaces that support retention of students on campus (not limited to accommodation halls or alike)*
- *Have utilized different approaches for inner city campuses in comparison to the suburban and regional campuses.*

*In addition to the above it is important to mention that currently the Australian tertiary education sector is facing the possibility of the Federal Government reducing the funding support as well as deregulating student fees. This change would then in turn bring Australia closer to the USA model. Due to this potential change, I'm particularly interested in how this deregulation of the student fees might impact on facilities management programs in an increasingly competitive market.*



## Session 2

### Leader Of The Pack: Which University Pays Its General Staff The Best?

**Dr Ian Dobson**

**Federation University/Monash University**

Ian Dobson was a career administrator until 2005, at which time his position at Monash University was declared redundant. Since then he has been a small 'c' consultant and editor. As a consultant he has undertaken data analysis jobs for the Office of the Chief Scientist, the Australian Council of Deans of Science, the Australian Academy of the Humanities and several universities. He is a co-resident of Australia and Finland, and worked for 2.5 years as research director of a higher education research group at the University of Helsinki until the end of 2012. He has authored or co-authored about 80 book chapters and scholarly papers. He revises English, including about 25 PhD dissertations, dozens of papers, policy documents and websites for clients in Australia and several European countries. He was awarded a PhD by Monash University in 2004, on the topic of university access and Australian equity policy.

*There was a time when university staff were paid according to a common salary schedule, no matter which university they were at. However, this is no longer the case. Each university now strikes an enterprise agreement with its own staff, and over time, it has transpired that some universities have become better payers than others. Although the level of staff salaries is important, there is a second variable: some universities rely more heavily on staff in junior ranks. Therefore, it would seem that the chance of being promoted to a more senior post is better at some places than others.*

*This paper is based on desktop research, whereby the salary schedules in enterprise agreements will be summarised and compared. The distribution of general staff by university will be examined via tables purchased from the Department of Education. Purchasing data is necessary because the Department publishes no information on the general staff Higher Education Worker levels; published data are restricted to a single row 'Non-academic Staff'.*

*As the research has yet to be undertaken, no preliminary results can be provided. However, previous analyses of salary distributions have shown that there is a considerable gap between the top and bottom universities with respect to salaries paid, and that there is a similar gap between universities in the relative seniority of general staff within universities.*

*This paper will also examine the situation according university blocs, particularly the self-designated blocs such as the Group of Eight, etc. Other comparisons to be examined are regional / urban universities and whether these are differences between the main capital cities. Changes over time (if any) will be highlighted, and assertions about the competition between universities for staff will be outlined.*

## Session 3

### The Role of Leaders in Enhancing University Employer Attractiveness for Talented Academic Staff

**Dan Abell**

**LH Martin Institute**

Dan is a PhD student of the LH Martin Institute (University of Melbourne), and Lecturer in HRM Management at CQUniversity Brisbane. Using the challenge of attracting academic staff to regional universities as a basis for exploration, Dan's research examines organisational attractiveness for talented early career knowledge employees. This research involves investigating the nexus between human resource management, marketing and organizational strategy in the higher education sector. Dan is a graduate of the LH Martin Institute Master of Tertiary Education Management, and holds a Masters degree in Human Resource Management, Graduate Certificate in Advanced Learning and Leadership, and Bachelor of Learning Management. Dan is the recipient of numerous teaching awards including the CQUniversity Brisbane 'Lecturer of the Year' award, 'CQUniversity Office of Learning & Teaching Director's Award for Learning and Teaching', 'Campus Director's Award for Learning and Teaching', and the 'Deputy Vice Chancellor (International) Award for Excellence in Learning and Teaching'.

*As employers in the knowledge economy, Australian universities seek to attract talented academic employees. Contemporary human resource management thinking holds that the inimitability of human capital positions employees as an integral source of advantage. As such, the attraction of talented employees is crucial to success. Employer attractiveness considers the perception of the organisation as an employer of choice by talented individuals who could be leveraged as sources of unique, sustainable competitive advantage.*

*Employee attraction is a known concern for Australian universities, with recent studies supporting the challenges faced. Historical concerns regarding such recruitment difficulties may be exacerbated by recent trends in the ageing academic workforce, concerns regarding the attractiveness of the vocation, global mobility and competition from other industries.*

*If attraction is to be considered an important strategic human resource management activity, then it is sensible to consider the nature of organisational attraction, and the organisational traits which can be exploited or leveraged for their capacity to attract talent.*

*Leaders have the capacity to influence those organisational traits which may be considered attractive or unattractive, due to their role in driving organisational culture, decision making, strategy,*



job design and providing opportunities for career development and growth.

This presentation and paper explores those areas where leadership attention could be directed if the university were endeavouring to enhance its attractiveness in the employee marketplace.

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## Session 4

### View From the Top End - The New Menzies School of Health Research

**James Edwards BA (Hons) B Arch (Hons)**  
**Hames Sharley**

After graduating from Liverpool University and working as an architect in London for 13 years, James located to Perth in 1995. James joined Hames Sharley in 2000 and as leader of the firm's Tertiary Education Science and Research Portfolio he has worked with universities and research institutions throughout Australia. He has been directly responsible for a number of award winning projects, and has recently completed two highly acclaimed new buildings for the Harry Perkins Institute of Medical Research in Perth, and two new buildings for the Menzies School of Health Research in Darwin. James was among the first group of Green Building Council Accredited Professionals in Western Australia, and is a past member of the WA Property Council's Sustainability Committee, and past Board Member of the UDIA EnviroDevelopment Management Board.

*Two new buildings for the Menzies School of Health Research designed by Hames Sharley illustrate particular issues relevant to the Northern Territory, and how contemporary teaching and research in Darwin has been integrated into the Charles Darwin University campus and Royal Darwin Hospital. The buildings have been designed for the tropical climate and include some unique features such as extensive use of ceiling fans, high floor to ceiling heights, and deeply shaded facades. They have also been designed with respect to their cultural context with an approach focussed on encouraging access and engagement with the indigenous community.*

*Building in Darwin has particular challenges and constraints – dealing with intense heat and humidity and periods of heavy rainfall. There is also the need to consider the availability of skilled labour and appropriate materials and products.*

*This talk will look at:*

- *Designing for the tropics*
- *Designing for indigenous engagement*
- *Effective sustainable solutions for the Top End*
- *Tying new and old*
- *Adaptability and flexibility*

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## Session 5

### Developing Leadership Practice Through Mindfulness within the Tertiary Education Sector

**Jonathon Hagger**  
**Waiariki Institute of Technology**

Jonathon Hagger is a Faculty Administration Manager at Waiariki Institute of Technology where he has been employed for the past 10 years. Waiariki Institute of Technology is located in Rotorua, New Zealand. In 2014 Jonathon completed his Master's in Business Administration through the University of Waikato with his major research project focusing on how mindfulness can be used as a tool to develop leadership skills within the tertiary education sector. His professional interests include the development of leadership skill in the not for profit sector, mentoring and coaching for results and people development. Outside of the tertiary education environment his key interest is volunteering. Jonathon donates his time in to assisting others in particular through his passion for running including disabled athletes through the organisation Achilles International.

*Change is recognised as being a constant factor within the tertiary education sector with restructures, realignments and redundancies being the norm. As a result of such changes it has been demonstrated that employee engagement levels are reduced and stress levels can become unhealthy - often as a result of fewer employees being required to do more with less resulting in feelings of ongoing unease and tension.*

*Understanding the effects and changes resulting from the development of a mindfulness practise by persons in management positions within tertiary education organizations across Australasia was the purpose of the study. Through analysing the accounts of participants experiences with mindfulness, changes and gains made and concludes with the introduction of a conceptual framework which further enable persons to understand mindfulness and its applicability within a leadership context as it relates to the tertiary education sector.*

*Applied mindfulness is understood to incorporate three core components – the ability to engage fully in the present in the moment on a particular task (Grossman, Niemann, Schmidt, & Walach, 2004), being able to accept present circumstances without judgement (Leroy, Anseel, Dimitrova, & Sels, 2013), and the third being to “describe” which is “the immediate, non-judgemental labelling of observations, without conceptual analysis” (Dekeyser, Raes, Leijssen, Leysen, & Dewulf, 2008, p.1236). Mindful leaders described an increase in awareness of each of these three components.*

*Through developing a mindfulness practise, three key areas of development were identified in leadership skill and ability. Improvements were noticed in soft skill areas of management practise such as authenticity,*



increases in productivity through “flow” and a greater ability to demonstrate resilience in times of turbulence and change. When these components are practised together they enable a leader to bring a more balanced approach to situations they are faced with.

Using a qualitative research methodology semi-structured interviews were conducted with a number of managers and leaders from various sized tertiary education organizations across New Zealand and Australia. Organizations ranged in size from small private training providers through to large scale Universities. The interviews were designed to explore the various aspects and changes that interviewees had undergone personally and sought to understand what wider effects occurred. Interviews were recorded, transcribed and analysed using electronic analysis software with key themes emerging from the data.

Previous studies have focused primarily upon individualised and subjective development changes with less focus being upon the changes in the dynamics of relationships in management. Understanding the dynamic changes that occur as a result of mindfulness may assist future directions of research particularly in the area of leadership and management. This study puts forward a model for understanding mindfulness and its effects as they occur within management positions and while this study was specific to the tertiary education sector, the findings can be transferred across any management or leadership position across a wide range of settings.

It is evidenced through this study that various characteristics of management practise can be developed and enhanced affirming the findings of Opatokun, Hasim and Hassan (2013) that self-awareness, the setting of a positive example, transparency in relationships with others and balanced thinking are traits of good leadership and management which can be developed through mindfulness.

## Session 6

### Curriculum Approval Policy

Jane McCaffrey, Sheree Walker

Edith Cowan University

Curriculum Approval and Publication System and new doctorate ownership drove the new curriculum approval policy and procedure following 12 years of organisational culture and business practices.

#### The Perfect Storm

1. New Team – Quality and Academic Governance
2. New Curriculum Approval System
3. Change in Doctorate ownership
4. Strong leadership support

#### Why change?

1. New Curriculum Approval Publication System (module of Callista)
2. Policy (why) Procedures (how) - SPLIT
3. Delegations
4. 34 Page Policy with attachments (first of many)
5. Behaviour new curriculum approval system
6. Organisational Cultural Change

#### Leading the Change

1. Identification of key issues
2. Approach
3. Engagement with staff and stakeholders
4. Consolidation of the process

#### Modern Theories of Critical Thinking

1. Why is critical thinking important?

#### Product Development

1. Sell the new concept to key decision makers (why we need to change)
2. Evidence and best practice
3. Who will benefit and why (stakeholders)?
4. Senior Users are the key to success
5. Initial planning

#### Lessons Learned

1. Reflection
2. Positive
3. Ongoing support





## Session 1

### Doing More with Less: Creating an Andragogical Space Plan to Repositioning a Campus by Reutilising Existing Building Stock

**Lucy O'Driscoll**

**Hassel, Royal New Zealand Police Academy**

Lucy is a Senior Associate with HASSELL, an International multidiscipline Design Studio. She specialises in the design and briefing of large scale Tertiary Education projects and Master Plans. Her design process is informed from her detailed knowledge of contemporary higher education learning and research facilities. She utilises this insight to design innovative and effective learning and workplace environments for clients across Australia.

She is a gifted communicator who develops strong working relationships with clients and consultant teams. She earns the confidence of key stakeholders and consultants through her process rigour, efficiency enabled by the development and maintenance of collaborative relationships.

Lucy has recently completed a Campus Master Plan and pedagogical space plan for the Royal New Zealand Police College, to enable transformational change across the physical environment to align with current pedagogical trends.

*New Zealand Police offer over 175,000 training opportunities to their staff annually from the Royal New Zealand Police College (RNZPC) campus at Porirua, 21km north of Wellington. Identified as the 'home' of New Zealand Police this campus has a captive audience of staff, course attendees, visitors, community, dignitaries and industry representatives, making the campus the ideal platform for enabling change and innovation within NZP.*

*This presentation provides an overview of the whole of campus internal master plan that was prepared to guide and inform future developments. The master plan focused on aligning internal modalities, refurbishment of existing buildings, development of supporting external spaces and provision of key intervention projects to reposition the campus.*

*The master plan was assessed against 5 identified Drivers for Change which ultimately become the measures of success. The Drivers for change were established via intensive staff and executive engagement and include:*

- *Attraction and retention (better learners, best staff, best partners)*

- *Improving efficiencies (curriculum restructure, agility and asset management)*
- *Improving effectiveness (diverse environments supporting acceleration of research into testing and application)*
- *Improving spatial utilisation (adjustment of internal planning to fully optimise spaces, aligning modalities and providing more teaching and learning and workplace space without building additional gross floor area)*
- *Improving the Campus Environment (place making, campus structure, legibility)*

*The master plan provides NZP with a cost effective opportunity for high impact of change in a short amount of time.*

*A whole of campus master plan was required that would deliver a planned approach to enable RNZPC's core business of the training and development of staff to deliver the NZP Vision of "Safer Communities Together". The key objectives of the Master Plan for the campus included:*

- *Support of new learning modalities*
- *Support of testing and application of research*
- *Support operationalising of research and integration back into the curriculum*
- *Support partnerships with industry innovators*
- *Showcase operational and ICT developments*

*To further investigate the teaching and learning modalities and identify opportunities across the campus an Andragogical Space Plan was established. Andragogy (as differentiated from Pedagogy) as the teaching of adults resonated with NZP as an organisation. The teaching strategies and curriculum they develop are for adult course attendees, requiring both a theoretical and practical approach based on self-directed and autonomous learners with the teachers and instructors acting as the facilitators of learning.*

*The term Andragogy, established by Malcolm Knowles [1] states six assumptions on the motivation of adult learners:*

- *Adults need to know the reason for learning something (Need to Know)*
- *Experience (including error) provides the basis for learning activities (Foundation).*
- *Adults need to be responsible for their decisions on education; involvement in the planning and evaluation of their instruction (Self-concept).*
- *Adults are most interested in learning subjects having immediate relevance to their work and/or personal lives (Readiness).*

- *Adult learning is problem-centred rather than content-oriented (Orientation).*
- *Adults respond better to internal versus external motivators (Motivation).*

*The Andragogical Space Plan reflects these motivators and within the RNZPC Master Plan illustrates across the campus all the teaching and learning environments establishing a menu of space types including:*

- *Upgrade of existing didactic learning environments*
- *Social learning environments with active, discursive and reflective modes*
- *Innovation Centre and knowledge hub*
- *Active and collaborative super studios*
- *External training environments*
- *Collocated simulation immersive training environments*

*The master plan is supported with a review of the current precedents of the existing modalities including:*

- *Innovation and Research Centres*
- *Teaching and Learning Environments (Didactic, Active, Discursive and Reflective modes)*
- *Physical Skills and Training Environments (Simulation, Immersive environments)*
- *Workplace Environments*
- *Student Accommodation Environments*
- *Recreational and Social Environments*
- *Ceremonial and Cultural Environments*

*This analysis highlighted that the existing spaces on campus had limited flexibility and low collaborative opportunities.*

*To enable better business these existing spaces need to be highly flexible and highly collaborative environments. To support this realignment and upgrade of existing spaces the master plan included Design Guidelines for each modalities and a detailed implementation plan.*

*Master Plan Outcome*

*To support the development of a learning culture across New Zealand Police to enable management of a rapidly changing, increasingly complex operational environment.*

## Session 2

### Canadian Association for University Business Officers Presentation

Michelle Jordan-Tong  
**University of Waikato**

Michelle Jordan-Tong, University of Waikato, New Zealand. Michelle has twenty-five years' experience working at the University of Waikato and in 2010 was appointed to the role of Head of Student and Academic Services. Michelle's previous roles include School Registrar, Group Manager Academic Administration, Project Manager and Executive Manager to the

Deputy Vice-Chancellor. Michelle is the Vice-President Governance of the Association for Tertiary Education Management (ATEM) and Deputy Chair of the Steering Group for the New Zealand Universities' Women in Leadership Programme. Michelle has served on a number of regional and national working groups in the tertiary education sector.

Michelle has a Bachelor of Arts in Māori from the University of Waikato and a Master of Public Management from Victoria University of Wellington.

*In June Michelle represented ATEM at the 2015 Canadian Association for University Business Officers Conference (CAUBO) in Saint John, New Brunswick. In this session Michelle will present on her experience attending this conference and on the topics and issues discussed. Members considering putting themselves forward to represent ATEM at future international conferences might be interested in learning about Michelle's observations as a first time attendee at the CAUBO conference.*

## Session 3

### Building Capacity to Compete Globally - OD Can Do That

Scott Partridge, Lucienne Tessens  
**University of Tasmania, University of Western Australia**

Lucienne Tessens is the Acting Associate Director Organisational and Staff Development Services, The University of Western Australia. Lucienne's 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.

Lucienne also works as a consultant to external educational groups and has presented workshops on leadership, mentoring, career development, public speaking, resilience, MBTI, emotional intelligence and work-life balance.

In her research she has a particular research interest in staff development programs for women. She has published some articles and presented at conferences in Australia, New Zealand, Sri Lanka and Europe.

Lucienne is the Chair of ATEM Western region.

Scott Partridge is the Human Resources Business Partner at The University of Tasmania. In his role as HR Business Partner, Scott works primarily with the Faculty of Education and the Australian Maritime College. Located on the University's Launceston campus Scott provides advice and support across the scope of HR dimensions from workplace relations to strategic workforce design.



With a strong interest in academic middle management's potential and capacity to impact the corporate university, this year's TEMC theme of Leading Locally, Competing Globally is of particular relevance.

Scott is the Deputy Chair of ATEM Bass region.

*Organisational development is important in higher education to build organisational capacity and leadership. It is seen as a critically urgent practice because of the ever increasing challenges that organisations face. There is no longer a definite body of knowledge or mastery in specific skills that will be able to sustain employees over time as change can be assured. Universities face environmental changes with an increasingly diverse student and staff cohort, heightened national and international competition and mounting fiscal constraints. This therefore requires staff to engage in learning, and organisational developers to assist staff to manage change. According to Avery, Dahlin and Carver (2001), the development of individuals and organisations requires "a philosophy of purpose as well as a systemic view of the place of individual development within the whole of the management of human resources".*

*Organisational development in the higher education sector has evolved from staff training which focused more on the individual, interpersonal and small groups of the organisation. In itself, the training and development field has experienced a virtual revolution in its methodology, moving from a didactic approach to a complex educational technology that relies heavily on experience-based activities and self-directed learning designs. Organisational development is becoming more organised, is being applied to a wider range of staff and is taking on a much more strategically aligned approach in addressing a wider range of issues than ever before. Concepts of facilitation, mediation, changing cultural norms, improving team and individual capabilities, facilitating communication and learning are the tenets of organisational development (OD). OD also involves development of behavioural science theories, models, practices and interventions to facilitate organisational transformation and takes on a whole of organisation approach.*

*Informed by the findings of recent surveys of staff working in the OD space and the recent literature, this paper considers how the history of OD in the Australian higher education sector has shaped current paradigms and practices, what OD looks like in the sector today, and how it might look to provide maximum benefit to Australian Universities tomorrow. Data collected through written surveys, face to face and telephone interviews, and workplace observation has also been reviewed, interpreted, and conclusions drawn by staff representing all levels of the sector inside and outside OD organisational units.*

*'Fiscal constraint', 'sector deregulation', 'globalisation', 'market competition', 'change management', 'cultural agility' are everyday terms in today's organisations,*

*and central to OD in both the challenges and the opportunities that present. Add in the cultural complexities of higher education in a corporatised sector and we have an OD environment that is at once brimming with the ripest fruit from which to make an enormous contribution and, on the other hand so dense it is hard to know where to begin. There is an immediate need for good, informed, and brave decision making – 'leadership'!*

*We ask the question, is the development of 'leadership' the key? Can the development of leadership, in the first instance within OD itself, unlock the potential of OD? Can we reconcile the demand for short term returns with the medium to longer term vision of OD programs, and how will we do this with an ever decreasing resource allocation?*

*The value that OD has to offer is so pervasive that there is opportunity for everyone, from the Executive Director of OD to the school administrator to engage in and demonstrate its power all day, every day. Our paper aims to present practical takeaways you can implement in your work tomorrow which will help you and your workplace towards being leaders in an increasingly competitive higher education sector.*

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## Session 4

### The Institute of Marine & Antarctic Studies - A 5 Star Success

Mr David Uhlorn

Umow Lai

David Uhlhorn is the Mechanical Group Director for Umow Lai, a Consulting Engineering firm with offices in Melbourne, Sydney and Brisbane. A qualified mechanical and fire safety engineer, David has been involved in the design of laboratories and advanced technology facilities for over 30 years. Based in Melbourne, he has led design teams for a number of high profile University laboratory projects in Australia and just recently New Zealand.

*The Institution of Marine and Antarctic Studies (IMAS) is a joint project of the University of Tasmania (UTAS) which will bring together much of Tasmania's considerable strengths in marine and Antarctic studies in one precinct, offering opportunities for collaborative research of state, national and international significance.*

*Under the one roof of the new IMAS building accommodates the researchers and experts from UTAS, IMAS, CSIRO, the Australian Antarctic Division, Antarctic Climate and Ecosystems Cooperative Research Centre and the Integrated Marine Observing System.*

*The new IMAS building is a three-storey building located at Sullivans Cove, abutting CSIRO'S Marine*



and Atmospheric Research laboratories. The building is funded by the Commonwealth and on land provided by the Tasmanian Government, and provides teaching and research facilities for around 290 staff and students.

This building has become the second educational building in Tasmania to achieve a 5 Star Green Star - Education Design v1 rating by the Green Building Council of Australia (GBCA).

This rating was a demonstration of the University's commitment to a more sustainable, productive and healthy education research facilities.

In line with the UTAS's commitment to achieve a minimum 5 Star Green Star certified rating for all new developments, IMAS incorporates a range of ESD features, including high performance facade, rainwater collection for the replacement of potable uses, optimised indoor environment quality and thermal comfort conditions and high levels of water and energy efficiency.

The building's environmental initiatives include:

#### Water

- Highly efficient fittings throughout; <60% reduction in water use through rainwater harvesting;
- 20,000L rain water harvesting tank serving toilets and urinals;
- Harbour heat rejection (closed loop) in lieu of potable water (100% reduction), and for maximum efficiency of chillers;
- Fire system water, storage for >90% water used for fire testing;
- Storm water filtration to best practice, providing clean water flows to the adjacent river.

#### Mechanical

- Active mass (concrete core) conditioning used for radiant cooling and optimal thermal comfort;
- Sea water drawn from the Derwent River to cool the building
- Ventilation – exceeded rate of fresh air provision by 150% for optimal air quality;
- Mixed-mode, automated natural ventilation used for office spaces using stack effect of central atrium;
- Occupant sensing for setback of A/C provision when offices are unoccupied;
- Internal noise levels – quiet and low flow air system in used.

#### Energy

- Full building commissioning and tuning to ensure optimal operation of building in operation;
- Gas-boosted solar domestic hot water supply;
- Lecture theatre with full LED lighting;
- Window design and glass selection to optimise natural daylight levels while minimising unwanted solar heat gain;

- Energy optimised building management system with substantial metering;
- Lighting: occupancy sensors switch off lighting, manual switching is zoned for after-hours provision for occupied areas only;
- Stairs provided for internal floor-to-floor movement. Lifts for essential use only.

#### Environment

- Waste recovery during construction greater than 80%;
- Daylight glare controls – external shading, internal, glass selection for minimised solar heat gain, and user controlled blinds to all office/ laboratory environments. Automated blinds and sun shading to public spaces.
- Learning display located in the building foyer to communicate to building users and visitors the environmental performance of the energy and water systems;
- Zero-ODP refrigerants used throughout, with full leak detection systems on high-efficiency chillers;
- Light pollution from the building is eliminated.

#### Materials

- Low VOC emissions carpet, paints, adhesives and furniture throughout the building;
- Formaldehyde minimisation in building materials and construction;
- Whole building recycling waste management and planning;
- Natural rubber-based and vinyl flooring selected for durability and environmentally-friendly manufacturing. Recycled timber and carpets manufactured to world's best practice and with recycled content;
- Steel manufactured to best practice environmental standards, and concrete contains minimum levels of recycled content.

#### Transport

- 33 secure staff bike parking spaces, including 3 for electric bikes, with full shower, change and storage facilities;
- Public and low emissions transport is encouraged. All car spaces are for small cars only, with a significant reduction in car spaces provided from the previous development;
- Excellent public transport connections to site and other campuses.

The IMAS building has been designed to be efficient and inspiring, flexible and adaptable and promote internal and external public interaction. The design is sympathetic to the important history of the area and its former and current maritime uses, but will also be long-lasting and memorable.



## Session 5

### Welcome to Higher Education Survivor: the Global Edition

Dr James Phyland

University of Melbourne

Having worked at the University as a chemistry lab class demonstrator, student adviser, course administrator, IT process creator and new student system implementer, James has worked as a business analyst at the University of Melbourne since 2006. His passion for creating new things daily is well matched with his daily workplace challenges, and in his spare time he loves to explore creativity in many forms, by attending art galleries, seeing theatre, and cooking up a storm for friends and family.

*In a constantly shifting operating environment faced with ever blowing winds of economic and political change, tertiary education administrators must become highly adaptive at surviving and thriving, to sustainably manage the success of their business and protect from global marauders. And so we say "Welcome to Higher Education Survivor: the Global Edition", where every provider needs to out-think, and out-play their competitors, delivering excellent support to course work and research students and academic staff within their university so that "victory" (i.e. ongoing operations) is assured. Ultimately, the real challenge is how to sustainably re-build, re-energise and re-focus the organisation's human, cultural and technological capital to maximum benefit, and hopefully create a sustainable competitive advantage.*

*This presentation shall examine the preparations that are made by staff in the face of news that a storm is coming, how reserves are carefully preserved to survive the storm, and most importantly, tips for how to thrive again after the storm is over. As noted by Clayton Christenson, creative destruction is by definition disruptive and wildly destructive, shaking up the status quo. Similarly storms can be destructive, and invigorating, and once the chaos has passed, may enable an environment to be created that permits and allows organisations to become more innovative and embracing of change opportunities. Drawing examples from faculties and service units across the University of Melbourne this presentation shall also explore the role of organizational position i.e. of leader or follower, as an influencing factor in moderating the positive and negative effects of the change, and how framing the event so that change itself is not the enemy can enhance long term outcomes.*

## Session 6

### Professional Staff, Service Culture and the Student Experience

James Armit, Kristen Emes

RMIT University

James is an innovative and experienced higher education professional and held a number of senior roles in UK Universities before moving to Melbourne in 2013.

James was a 'student experience early adopter' having been appointed Director for Student Experience at the University of Bedfordshire in 2011. Throughout his career he has specialised in creating and implementing strategies for developing and enhancing the student experience.

He has spoken about the student experience agenda at several events and conferences, including the AUA (UK) annual conference.

Kirsten is currently on secondment to RMIT Europe from her substantive position as Manager, Planning & Resources in the Graduate School of Business & Law at RMIT University. She has held management roles across departments in RMIT, Monash University and the University of Exeter. Kirsten has experience in project management roles across the higher education sector with a focus on service design and process development in the areas of student services and academic administration. She has also worked for Royal Mail group in the Strategy & Regulation team and in executive support at Deutsche Bank in the UK. She holds a BA, History & Politics (Monash University) and is currently finishing her MPhil in Public Policy and Management.

*As government subsidies diminish and student contributions grow, Universities are increasingly seeking to find a competitive edge through their commitment to 'the student experience'.*

*Drawing on the speaker's experience of the UK and Australian University sectors, this presentation explores the impact of the student experience agenda on professional staff; whether they work in direct contact with students or in 'behind the scenes' roles. In particular it examines the challenges and opportunities faced by administrators, managers and leaders in addressing this increasingly important aspect of their work. It seeks to pose, and offer some ways of addressing the question – what can I do to enhance the student experience?*

*Starting with a broad brush overview of emerging student experience trends and strategies in the UK, and how these are now being developed in Australia, the presentation moves on to explore the impact of service culture on frontline professional staff and student-centred strategic initiatives on managers and leaders.*

*The presentation will discuss some of the key challenges facing professional staff faced with delivering a high*



quality service, in a complex operating environment to a very diverse student population including:

- Understanding and managing diverse student expectations – do students see themselves as (just) customers?
- Listening and acting on student feedback – are we really listening and are we really acting on what we hear?
- Understanding service culture with respect to global learners – many students never set foot on campus so how can we ensure they aren't isolated?
- Owning problems and solutions – do we have a problem with accountability in a complex operating environment?
- Changing culture of Universities – what are the challenges of changing our own attitudes and practices, and those of our colleagues?

*In addressing these challenges, the presenter will examine the key skills and competencies required by professional services staff, and offer some insights into the opportunities for staff to further their professional development, and careers, by engaging with the student experience agenda.*

*Moving on from an operational perspective, the second half of the presentation will focus on leadership and management issues by asking what leaders and managers can contribute to the student experience beyond ensuring their teams offer an efficient and friendly service to their students. The presenter will examine whether managers have a role to play in influencing academic leaders to focus on knowing who their students are, what they are looking for from their University, and how Universities might benefit from engaging positively with its students.*

*Drawing on past and present experience, the presenter will reflect on his experience of advocating for investment in projects that benefit students, providing a platform for hearing the student voice beyond surveys and bringing project management expertise to deliver on student experience initiatives.*

*The presentation will close with a discussion of what professional services staff can do to engage with 'the student experience' in an uncertain and ever-changing environment.*

## Session 7

### Meeting Client Demand in the Learning Resources Environment

**Natalie Hull, Loretta Atkinson**  
**University of Queensland**

Natalie Hull is Supervisor of the Learning Resources Service at the University of Queensland Library. Natalie supervises learning resources activities for the St Lucia campus, with more than 30 Library Assistants and Senior Library Assistants reporting to her. Natalie has worked at the University of Queensland for 7 years.

Loretta Atkinson is Co-ordinator, Learning Resources and Collection Development in the Teaching and Learning Service at the University of Queensland Library. Loretta oversees learning resources and document delivery on the St Lucia campus. Loretta has worked at the University of Queensland Library for 10 years, in a variety of roles.

*Technology and process innovation in a demand driven environment is paramount to the operation of the Learning Resources Service at the University of Queensland (UQ) Library. The Service has evolved over the past few years to provide a comprehensive, streamlined centralised service to all staff and students across the St Lucia campus. The Service coordinates processing of reading lists for both print and electronic resources managing a single compiled list for students of all course resources. This incorporates copyright management and the provision of resources within Library locations and electronically. The aim of the Service is to add value to the user experience by enhancing accessibility to learning resources in support of teaching and learning.*

*The Learning Resources Service is responsible for managing the learning resources processing workflow and delegating reading lists across four physical locations to more than 30 Library Assistants and Senior Library Assistants. Over 2000 ECPs and 400 emailed reading lists are processed each semester. The primary means for gathering resource lists is through Electronic Course Profiles (ECPs) sourced from UQ Reportal, with additional client driven requests submitted by email from Lecturers or Course Coordinators to a centrally monitored email account. The use of a range of technologies is driven by the demand from UQ staff and students to provide resources and access to reading lists in a timely manner.*

*Review of the centralised Learning Resources Service is continuous, incorporating feedback from both academic and Library staff, with a view to improving procedures and streamlining workflows. Improvements continue to redefine both the service offered and the range of technical skills required by Library staff through incorporating technological advancements and varied skill sets, including the introduction of applications such as Talis Aspire Reading Lists and Digitised Content.*



Talis Aspire is a dynamic system which has improved Library staff workflows and introduced a more automated solution for copyright management and reporting to copyright agencies. The application uses an intuitive interface and provides some student interaction with resources to assist with furthering student engagement. The application also allows integration into the UQ Blackboard eLearning teaching environment and provides analytics on the use of resources attached to Library Reading Lists, providing valuable real time feedback for academics on levels of student engagement and performance of reading lists.

Current developments from Talis Aspire are being trailed at UQ, and will see further integration with Blackboard to provide a more synergised experience for students, increased student engagement with resources, and improved analytics on the engagement with resources.

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## Session 1

### Getting It Right: Measuring Success in the Development of Collaborative Contemporary Teaching and Learning Spaces

Carol Home

*Unitec Institute of Technology*

Carol is currently a Faculty Operations Manager at Unitec Institute of Technology in Auckland. Having spent the first 12 years of her career as a teacher, and then on to management roles, Carol feels her experience as an educational practitioner has given her an advantage when working between academic and operational needs and expectations.

Unitec is on the brink of a major development phase, finally bringing it out of the '80's. Carol works closely with Facilities Management and Learning and Teaching teams to help develop the new teaching and working space ideas, and has been involved in communications relating to the new ways of working and operating. She recently organised a whole-institution conference focused on the transformation of Unitec.

Carol has just completed a Master's degree in Management from Charles Sturt University, and also has a mentoring role for the LH Martin Emerging Leaders and Managers Programme.

In 2014, Carol was awarded the TEFMA Travel Scholarship.

*Many intuitions are designing and building collaborative contemporary teaching and learning spaces. Some features are consistent within these spaces, such as scattered tables, each catering for up to six students and dispersed computer screens. However, each also has its own characteristics with some being more successful than others.*

*I was fortunate to win a TEFMA Scholarship to undertake a structured study tour to investigate the factors that constitute a successful collaborative learning and teaching space. I visited four different Australian universities to investigate different models and approaches to collaborative learning spaces, with a view to gaining an understanding of what works, what doesn't and how success is measured. Interviews were conducted with teaching and learning leaders, facilities management teams and lecturers.*

*This presentation covers the drivers behind the set-up and configuration of the spaces, and success factors and what the measures were in terms of pedagogical outcomes. It also correlates feedback from lecturing*

*staff on how they felt about the various collaborative spaces and what teaching and learning style they found worked best. Importantly, it also provides details on what would be done differently next time.*

*The presentation will consider my findings, and will describe how these will contribute to planning future collaborative learning and teaching spaces.*

## Session 2

### Getting into Print: Publish or be Damned!

Ian Dobson

*Federation UA / Monash University*

Ian R Dobson holds a PhD from Monash and is a co-resident of Australia and Finland. His formal career in Australian higher education ran from 1971 until 2004, working mainly in planning and statistics at RMIT, University of Melbourne and Monash. Since then he has worked freelance as a data analyst and editor, but also worked as research director in a higher education research unit at the University of Helsinki from mid-2010 until the end of 2012. He currently holds honorary appointments at Monash and Federation University. He started publishing papers in 1991, and now has about 80 publications in scholarly journals and book chapters. He edits ATEM's Journal of Higher Education Policy and Management and the NTEU's Australian Universities' Review, is past editor of AAIR's Journal of Institutional Research, and was Helsinki Correspondent for University World News for several years.

*This session is aimed at all ATEM members, and is an attempt to have all members engage with their Journal. The Journal of Higher Education Policy and Management is published six times a year.*

*The session will be chaired by Ian R Dobson, editor and past business manager of the Journal, and will feature several speakers including new and seasoned higher education researchers. Between us, we hope to convince you that YOU have something to say, and that ATEM, its co-proprietor, the L H Martin Institute have a journal which might be able to publish your paper. Confirmed speakers: Professor Leo Goedegebuure and Dr Carroll Graham.*



## Session 3

### Laboratory Excellence and Collaborative Research Environments: A Global Approach Georgia Singleton, Leslie Ashor Woods Bagot, Research Facilities Design

Georgia Singleton, Director, Woods Bagot. Georgia is a global leader in the development of education facilities and provides a strong commitment to the education 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.

Leslie Ashor, Laboratory Specialist, Research Facilities Design (RFD). Ms. Ashor specialises in sustainable, innovative, and flexible teaching and research laboratory design. Ms. Ashor is responsible for laboratory programming, planning, design, and project management. She works closely with the client, users, and the architectural and engineering team to establish design criteria and develop a facility which is responsive to current needs and allows flexibility for future requirements.

*The nature of global research is changing with the increasing emphasis on cross-disciplinary research. This trend is driving the need for increased collaboration both within the lab and among the international research community. Research buildings are also playing a much greater public role such as providing a marketing showpiece for attracting funding and research staff, or as educational facilities for academia and/or the community. This notion of collaboration makes it necessary to consider a whole range of aspects when working with user groups on the design of collaborative research environments.*

*This paper explores two case studies – the recently-completed South Australian Health and Medical Research Institute (SAHMRI) in Adelaide and a new facility currently in design phase in Sydney, the Biological Sciences building at UNSW. Both are designed by Woods Bagot and Research Facilities Design (RFD).*

#### Adaptability

*The constant expansion and reduction in the size of research teams means that laboratory space needs to be reconfigurable. Therefore, laboratory floorplates need to be designed to be easily divisible, services need to be easily accessible and laboratory furniture is no longer fixed but rather modular and reconfigurable without the aid of a contractor.*

*To improve the working environment within the laboratory, and to better accommodate the constant change required by new instruments and equipment, the current trend sees distribution of those items*

*requiring containment and intensive servicing to ancillary spaces. This practice actually contributes to increased collaboration as specialised equipment can be more easily centralised and shared.*

*Adaptability also extends to the associated office and write up spaces which, if not contained within the lab, are often open plan and reconfigurable.*

#### Information Technology

*Researchers no longer operate in isolation. Collaboration with industry partners and other research institutes locally and internationally drives the need for more sophisticated IT infrastructure. Further to this, many research techniques traditionally carried out in wet labs are moving to digitally simulated models and this is also contributing to the need for greater IT infrastructure within research facilities.*

*Another trend we have observed is the need for highly sophisticated data storage and management due to the high level of research data being generated and shared between institutions, often co-location or integration of data centre facilities is required.*

#### Spatial Configuration and Building Functions

*The spatial configuration of a facility can do much to encourage and support collaborative behaviours in building users. From a masterplanning perspective, the spatial configuration of a facility can ensure that linkages with supporting facilities, transportation, social and retail areas are optimised. Internally, the central placement of elements such as libraries and cafeterias, meeting spaces and break out spaces can contribute to an increase in chance encounters and casual or social interactions that deeper professional collaborations are based upon.*

*Other features such as the inclusion of atrium spaces and introducing a degree of transparency via the use of glass partitioning reduces visual barriers and allows the activity being carried out within a research facility to be revealed, creating a sense of excitement and participation.*

#### SAHMRI

*The South Australian Health and Medical Research Institute (SAHMRI) is a world class medical research facility that houses over 600 researchers. The facilities are highly flexible (all floors have the infrastructure to house wet laboratories) and connected by a contemporary open plan office / meeting and dry lab work environment. A 'staff retreat/lounge' area to encourage the meeting and collaboration between researchers and between researchers and clinicians.*

*An innovative engineering services approach has enabled 24 / 7 operability and back up. Key service interfaces have been developed between the SAHMRI, the RAH and Universities, including the provisioning of a cyclotron, animal and human imaging and clinical trials facilities.*



The design of the new facility accommodates the above requirements via a combination of flexible and adaptable modular design, logical functional relationships that enable future expansion and or redesign and connections (both physical and IT) based with the adjacent hospital, universities and Nodes of the SAHMRI.

#### Biosciences

The University of New South Wales' new Biosciences building will be built within UNSW's Kensington Campus, in the upper campus area known as the Biomedical Precinct. The AUD 80 million, 15,000 m<sup>2</sup> building will house five floors of new research and teaching laboratories, and create a new northern gateway for the University's Biosciences Precinct.

RFD's extensive database of critical area and cost benchmarking information gathered from hundreds of projects over the past 29 years assist in validating a variety of area, programme. These ratios include Net/Gross Area ratio, ratio of Laboratory to Laboratory Support Space, Laboratory Density. A series of laboratory-based user group sessions will guide users' decisions on the suitability of space and services.

## Session 4

### Thinking Outside the Rectangle: Beyond the Carpark for Sustainable Transport at the University of Tasmania

Corey Peterson

University of Tasmania

Mr. Corey Peterson is University of Tasmania's Sustainability Manager based in Commercial Services and Development. In this role, Corey has been the lead staff member in sustainability efforts that have been recognised with the prestigious Australasian Campuses Towards Sustainability (ACTS) Award of Excellence 2012, Green Gown Australasia Award 2014 for Facilities and Services and the ACTS Award of Excellence "Individual Staff award in 2014.

Corey was educated in the USA, where he completed a Bachelor's degree in Biology and Environmental Studies followed by two Masters degree's in Environmental Science and Public Administration at the Indiana University School of Public and Environmental Affairs. He is also a graduate of the Tasmanian Leaders Program, for which he has also served as a mentor to later participants and is an active member of the alumni. Corey is a current member of the University Council and a director of the not-for-profit Sustainable Living Tasmania.

The University of Tasmania has over 31,000 full and part time students and is one of the state's largest employers with over 5000 staff (full, part time and casual). The University occupies over 350 buildings and manages a

range of properties across the state and at two Sydney campuses, including urban buildings, suburban campuses, and remote sites for telescopes, forests, farms and marine ports. As a growing institution, UTAS is a significant trip generator.

#### DESCRIPTION

In a few short years, implementation of the University's Sustainable Transport Strategy (STS) 2012-2016 has led to fundamental shifts in institutional, and influenced community, approaches to transport. The STS is successful in achieving more socially, economically and environmentally sustainable transport outcomes and travel behaviours. With no legal requirement for a transport strategy, the STS is a voluntary, self-initiated program based on recognising the need to address transport issues.

Reflecting best practice, the STS is whole of institution, covering all campuses, conventional and new modes (e.g., electric bikes, virtual transport) and region and mode specific initiatives. Uniquely, many STS projects directly engaged students via academic activities to help deliver operational outcomes.

STS development involved targeted internal and external consultations that not only gathered input, but served to engage on the values of focussing on and resourcing of sustainable transport. Internally, this was critical in gaining management and a \$25,000 strategy development budget.

Implementation activities from 2012-2014 included:

- \$39,000 for public transport shelters (75% Metro; 5% local government, 20% UTAS – capital funding)
- \$179,500 over two years for showers, change-rooms and a bike hub development (student services amenity fees funding)
- >\$2.1m over three years for bicycle infrastructure (capital)
- \$7,500 for electric car charging stations (capital)
- Government grants of \$20,000 (State) and \$5,000 (Federal) for bike hubs
- Intercampus bus service (net cost >\$100,000/yr.) (operating)

Leveraging multi-stakeholder support stretches University funds available for transport initiatives. Charging for parking now saves ~\$500,000/yr. from carpark maintenance and raises revenue to upgrade parking and additional sustainable transport initiatives.

#### BENEFITS

STS achievements are numerous and multi-faceted, reflecting a holistic consideration of our transport footprint and opportunities for health and environmental benefits. Initiatives integrating operational needs, academic research and teaching, include:

- DATA: Through baselines collected via counts and surveys, UTAS leads development of Tasmanian travel behaviour knowledge. For example, the 2013 Travel Behaviour Survey is the largest Tasmanian



data set of its kind (~4000 participants) useful to transport planners state-wide. Data have been shared through presentations to stakeholders and via media. The STS also enhances our ability to gather NGRS data.

- **BICYCLES:** 4 new bike hubs and other improvements creating: >410 parking rails, 24 bike lockers, 36 electric bike photovoltaic-powered charging points, bicycling/ pedestrian signage resulting in, for example, a 52% increase of bikes on Newnham campus from 2011.
- **BUS:**
  - o Six new shelters; 3% increased ridership
  - o Publicly accessible service extension through Hobart CBD
  - o High frequency Launceston service initiated
  - o 20% increase in inter-regional ridership
- **PARKING:**
  - o Removal of all free general access parking in late 2013 (sans one regional campus).
  - o 20 new motorcycle parks (~15% increase in total motorcycles).
- **VEHICLE FLEET:** Reduced fuel use (~5%) and emissions (>10%) by acquiring two all-electric and ten hybrids.
- **CARPOOLING:** Implementation of special permit and parking.
- **VIRTUAL TRANSPORT:** Video Communications Improvement Programme (\$5.6m) addresses transport inefficiencies by encouraging virtual transport with 12 new and upgraded rooms.
- **ENGAGEMENT:** >250 students from 1st year to Masters across four schools integral to delivering initiatives, including movement counts, surveys, data analysis, emissions inventories, planning, infrastructure design and construction, and engagement. Projects involved 32 academic and professional staff working with students and values from \$50 to >\$100,000. Some projects involved external experts to review designs with local and state government contributing staff or funds.
- **STUDENTS:** quality alternatives allow students to avoid car ownership costs.
- **DEMONSTRATE:** Bike hubs followed sustainability guidelines delivering low VOC finishes, LED lighting, photovoltaics, native low water use plants and in new buildings contributed to 5 Star Green Star ratings.

Some of the unexpected benefits include:

- **UTAS** included as key stakeholder by:
  - o State Government - help define 'principal urban cycling networks', integrated transport plans, and Climate Smart Tasmania strategy
  - o Hobart City Council Bike Advisory Committee membership

o Participant at Launceston equivalent meetings

- Broader community understanding of the University's contribution to transport demand and solutions, including through an RACT magazine feature.
- Public transport provider and local councils shared costs for bike and bus shelter infrastructure.
- Cycling Promotion Fund's Bicycling Achievement Award 2013
- Cycling South's Cadence Award 2014
- ACTS Green Gown Australasia Award 2014 – Facilities and Services.

## Session 5

### Restructuring: The Gap between Training and Support, and Reality for Managers

Cathy Comber

**University of Auckland**

Cathy Comber is currently the Group Services Manager for Schools of Biological Sciences and Psychology in the Faculty of Science at the University of Auckland. She has significant experience in the higher education industry having held roles in several faculties as well as central services in both Auckland and Cape Town. Cathy has a BCom (Rhodes) and Postgraduate Diploma in Business (HRM) (Auckland), She has been particularly passionate about leadership and professional development

*The University of Auckland has been through a significant restructuring of its Faculty Administrative staff. The consultation process started in early 2013 with final implementation taking place in October 2014. The University invested a significant amount of resource into training and supporting senior professional staff managers who were at the coal-face of talking to the staff whose jobs were most affected. Included in the literature were two models which focussed on change as a process and how individuals navigate change: the ADKAR Model, and the Change Curve "Reactions to Change and Phases of Transition". In addition senior line managers were supported with Resilience training.*

*Despite this, in reality many managers still struggled through the process. While in theory managers in all likelihood understood most, if not all, elements of the change process, there were exacerbating factors which made this restructuring extremely complex. Examples include how long the restructuring took, the complex nature of the tertiary environment, the contentious proposals inherent in the change including the shift of reporting lines for professional staff away from academic staff, the divergent perspectives across the University ranging from articulated resistance to support, and having individual managers, leading the change, bringing different levels of experience and*



being at different stages of the integration into the organisation and their roles.

*This gap between manager expectations gained through training and support and the reality experienced during the restructuring has led me to reflect whether managers had sufficient understanding of such a complex environment and their own ability to cope through a myriad of situations. Unpacking some of the issues and showing the cumulative emotional effect on individuals, might more ably prepare managers, and professional development staff, to better understand restructuring in a tertiary environment and enable them to lead through the process with higher self-efficacy.*

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## Session 6

### No Pain, No Gain: Restructuring Student Services at the University of Newcastle

**Bree Slater, Bridene Doherty, Lauren Shield**  
**University of Newcastle**

Bree Slater is Senior Manager, Admissions at the University of Newcastle. She has been in the industry for over 12 years at a number of institutions. Her main sector interests are student administration, admissions and student experience. Bree won the NSW/ACT ATEM Grant to attend TEMC in 2014.

Bridene Doherty is Senior Manager, Student Processes at the University of Newcastle. Bridene has over 21 years' experience in the tertiary sector and has worked across Schools, Faculties and numerous areas within Central Administration. In 2014 Bridene won the ATEM Maurie Blank Study Scholarship. Bridene is also the ATEM Institutional Coordinator at the University of Newcastle.

Lauren Shield is Manager, Student Advice and Hubs at the University of Newcastle. She has been involved in the education industry for 12 years, working across both private providers and the tertiary sector. Throughout her time at the University of Newcastle, she has worked across both student and faculty service activities.

*The University of Newcastle commenced 2015 with the implementation of a new structure for student services well under way. The last restructure in 2005 resulted in University of Newcastle moving to the fore as sector leaders on a number of student service key areas. However there was no significant change to the Academic Registrar's portfolio between 2005 and 2014.*

*The restructure resulted in a number of traditional 'student administration' areas being distributed and grouped in new ways. The distinction between student facing services and 'back of house' services has been explicitly realised in the new structure.*

*With the overall aim to improve student services and experience, a number of key aims were realised with the restructure:*

- A number of areas of work that previously relied on HEPPP or SSAF funding became part of the permanent structure
- Inclusion of areas that had traditionally sat outside student services
- Staff cuts

*The new UoN Student Central includes five main portfolios:*

1. UniAccess (admissions, scholarships, credit, orientation, outreach, transition, postgraduate program advice)
2. Student and Academic Business (enrolments, fees, exams, timetabling, academic advice & support, student system)
3. Campus Life, Careers & Student Advice (careers, WIL, student communications, student advice and Hubs, events, student engagement)
4. Student Care & Equity (health service, counselling, disability services, equity, chaplaincy)
5. Campus Coordination

*The challenges faced during the restructure process have been many and a number are still being worked through. Staffing the restructure was a major undertaking, and included a strong focus on ensuring the right match of people and roles. Identifying an appropriate time to transition from the old structure to the new was almost impossible, and has resulted in a number of staff members working across two positions for a period of time. Managing stakeholder relationships has been vital and ongoing. Resetting expectations for Faculties and Schools while endeavouring to reassure them that they can still expect the same level of engagement from the new UoN Student Central team has been critical.*

*A number of the services UoN Student Central offer to students are being re-engineered, including analysis for online alternatives and system enhancements to allow for greater productivity.*

*The presentation will discuss why the restructure was necessary, the overall goals of restructuring, the process and a review of the transition so far. The industry is going through a solid period of change and the University of Newcastle experience is not unique by any means however it is hoped our presentation will share some of the insights learned from such a major restructure.*



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## Session 7

### Technology Assisted Strategic Planning in a Complex Environment; A Global Experience in a Multi-State University

**Dr Dilawar Grewal , Liz Bare**  
*The University of the South Pacific,  
LH Martin Institute*

Dr. Dilawar Grewal is the Vice President for Administration at the University of the South Pacific (USP), headquartered in Suva, Fiji. His portfolio includes HR, IT, Libraries, Policy, Planning & Quality and Commercial. His KPIs include the responsibilities for institutional monitoring, developing mediations, and engaging technologies to ensure success for USP's Strategic Plan 2013-2018. Dr. Grewal is a graduate of Texas A&M University and The Ohio State University. With nearly 25 years of experience in higher education, he has held leadership positions in IT, Research Administration, Policy and Planning.

*Spanning 12 countries, with 14 campuses, the University of the South Pacific is one of two regional universities in the world. As such, it has multiple stakeholders with diversity of national and educational agendas, faces challenges from emerging institutions in some nation states, competes in international markets and more than most other universities, is exposed to the impact of climate change. Its computer networks cover 33 million square kilometres. Significantly, USP has a wide global outreach. Unlike other multi country universities it operates as a single entity, with common academic programs delivered in each country, common policies and a single administrative infrastructure. Over many years, USP has used strategic plans to drive and measure improvement. The 2013-2018 Strategic Plan is geared towards transforming USP from a good to excellent university. Technology plays an integral role in monitoring, advancing, and adapting the University's activities in its mission of becoming an excellent university.*

*In any environment strategic plans may quickly become irrelevant and disregarded. This presentation describes USP's successful approach to strategic planning in a socially, financially, technologically and culturally diverse environment; the systems, automation and processes it uses to ensure that individual effort and resource allocation are aligned to strategy; how reporting mechanisms, technology and change management ensure the Plan is kept alive; how regular monitoring allows for rapid adaptation of the plan to emerging circumstances; and strategies remain vibrant.*



## Session 1

### Is it Time to Throw Innovation in the FM Dustbin

Donald Macdonald

Sw19

Donald is a Senior Consultant with SW19 supporting a number of tertiary education clients on the full range of FM and maintenance related consultancy services including: FM Strategy, PPP advice and support, building condition audits, interim management, strategic and operational audits, procurement support and whole life cost modelling.

Prior to this Donald provided executive level leadership to Programmed FM's Consultancy team .

Donald has been providing FM consultancy advice to tertiary education, blue chip, public sector and not for profit organisations since 2002 initially in the UK and from 2006, throughout Australia.

Donald's consultancy experience is complimented by the seven years he spent working for a publicly listed UK service provider (Carillion plc) with whom he held various roles including operational management, business development, and commercial management. Prior to this Donald had seven years client side experience in Central London with both local and central government organisations.

*In a world that is hurtling at Hadron Collider speeds through an era of technologically fired collaboration, communication and experimentation and as a consequence giving birth at regular intervals to a steady stream of bona fide innovation. The modern office, the modern household, the modern car and every other vestige of modern life boast bona fide features that make the world in large measure unrecognisable to the world of the last millennium. We can only imagine what earlier generations would make of mp3 players, mobile phones and GPS tracking, often in the one device.*

*Innovation after innovation make device after device cutting edge, then common place, then old hat, at dizzying speeds. The world is littered with the dead limbs of false dawns in the family tree of innovation. The ability to see a device for what it can be rather than what it is frequently decides the fate of products and product makers. Apple realising the real appeal of mobile phones was in the ability to access app's rather than simply in communication helped it defeat Nokia in the fight for world domination in the mobile phone space.*

*Why then does facilities management feel like the Cinderella industry of the innovation ball? Left mulling over the invitation not received. Whilst cleaning the kitchen, emptying the bins and discharging all of the other obligations of a good facilities manager every other industry enjoys themselves at the innovation ball.*

*There are a number of good reasons why the facilities management industry struggles to innovate:*

*The FM model precludes it. A number of excellent TED talks have shown where good ideas come from. And how they come about. Talks like 'Where Good Ideas Come From' by Steven Johnson and 'The Era of Open Innovation' by Charles Leadbeater show that innovation most commonly occurs through collaboration typically over a long period of time.*

*Sometimes, as in the case of mountain bikes, it is by end- users. Noodling away modifying a basic bicycle with racing bicycle and motorbike parts to develop what were known at first as clunkers and hybrids. Ten to 15 years later major industry discovered them and a mass market was born.*

*Sometimes as in the case of GPS tracking it is through the collaboration of complimentary but different experts working together to address an issue.*

*This level of integration is largely absent from FM contracts. Clients typically have no interest in working collaboratively on a service that they have outsourced. To them it is non- core and therefore a distraction to their core business.*

*FM contractors employ a workforce distributed across a myriad of client sites. Contract Managers may meet at head office for monthly meetings. However the agenda of these meetings and the nature of the attendees preclude effective innovative collaboration. Beyond these meetings, collaborative meetings between employees from different contracts rarely occurs.*

*And what client is going to indulge blue sky workshops on their site when FM'ers should be emptying bins and changing light globes?*

*The FM Industry can't afford it. It is characterised by exceptionally low margins. To a large extent it leverages people power to get thing done. In such an environment there is simply not the money available to fund the 20% time that Google set aside or the 15% time that 3M make available for collaborative blue sky thinking. R&D budgets, unless in response to a tender requirement, are largely non- existent in FM. FM'ers are too busy doing the day job to innovate.*



*Innovation is in the eye of the beholder. A service provider may be contractually obliged to deliver six innovations a year. However innovation is by nature subjective and it will be in the clients purview to deem a proposal supported and if supported whether it is innovative or 'just part of the job'.*

*In a world teeming with ground breaking innovations the bar is constantly rising. If FM is serious about joining it, it needs to start investing in proven processes to achieve it. Instead of doing what it does now, the day job whilst waiting for the mythical 'Eureka' moment to occur.*

*If it is not prepared to get serious about innovation perhaps FM should stop talking about it. Waken up, smell the coffee and focus instead on best practice with some good ideas thrown in for a stretch target.*

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## Session 2

### **Achieving Effective Change Management through a Dynamic Communication Strategy** **Dr Ann Cheryl Armstrong, Deidre Cox** **Western Sydney University**

Dr. Ann Cheryl Armstrong is the Director, Academic Year Optimisation at the Western Sydney University. In 2012, Ann Cheryl led the review of the Academic Year Review which canvassed the views of staff and students of the University about the possible move to a trimester system, resulting in the decision to establish an enhanced Summer School. Ann Cheryl has an international track record in strategic and transformational leadership and the design, management, implementation and evaluation of strategic initiatives.

*The Irish playwright George Bernard Shaw argued that: "The single biggest problem in communication is the illusion that it has taken place." We all communicate every day in a number of different ways and to different audiences. It is easier to talk about desirables than to achieve them. We therefore assume that it is just a matter of sending an email, putting a poster on a wall or posting something on Facebook, Twitter or Yammer. Unfortunately, nothing could be further from the truth. Shaw in his argument alluded to the missing link in communication. What actually happens as a result of communication taking place? Did the recipient receive, read, and most importantly, understand the communication in the manner that it was meant to be understood? Most change management strategies fail or are not properly executed because of the lack of recognition of the virtues of a well designed communication strategy. Communication should be authentic, perceived to be relevant to employees and students, consistent with action, endorsed by senior management and continuously monitored and evaluated.*

*These desirables are easier said than done especially when one is trying to institute change across a geographically-dispersed, multi-campus university. This was the case with the University of Western Sydney (UWS) which also reflects the diverse culture of the Greater Western Sydney region. This paper reviews the complex communication strategy that was developed to support the UWS Summer initiative where the ultimate aim was to enhance the student experience by introducing an additional teaching and learning session to provide students with flexibility and choice in their study - a popular intervention for students but not for staff. A key driver behind the staff communication strategy was to build a foundation of engagement and enthusiasm about UWS Summer that would radiate outwards to the students. Promoting the opportunity of UWS Summer and encouraging students to participate was an entirely different challenge for the team.*

*This paper traces the development of such an interventionist change management strategy where it was critically important to ensure that any communication framework that was developed was perceived to be inclusive and all pervasive. This paper will also discuss how the communication strategy for UWS Summer was refined and executed over a two-year period, with a focus on stakeholder engagement, cross-unit collaboration, multi-channel delivery and information cascading. The main goal was to build communication excellence and encourage teamwork, active participation and a flow of communication between the central co-ordinating team and the various academic and business operation groups with the University. Sometimes, this would prove to be exceedingly frustrating but for the most part it became an extremely rewarding endeavor: a bit like joining the dots in a numbered puzzle and sharing the big picture with your colleagues.*

*This change management process is located within the context of a strategic initiative at UWS. The very focused and clear intention was to build and maintain relationships across the University so that the intervention was understood and, through that initiative, a measure of organisational effectiveness was achieved and could be modeled in other initiatives across the University. It will explore the ways in which the communications strategy was designed to communicate with key publics to support organisational transformation and growth. Also discussed are the challenges of applying a communication strategy where the subject of the communication is a brand new, complex initiative that requires the participation and cooperation of Academic and Professional staff within multiple Schools and Business Units.*

*The paper will also explore the approach that was taken to dealing with pockets of resistance and scepticism, converting sceptics into project champions, and communicating the serious or mundane aspects of the project while instilling a sense of fun and excitement.*



*Relationship building played a major part in the success of the strategy, particularly in the first year when success hinged on winning the hearts and minds of those key stakeholders who would not only be recipients of communications but, in some cases, the conduits of them. The project team managed to bring together individuals and teams from across the University that had never interacted before. Many of the activities and processes executed by the team led to improved communications overall within and between Schools and Business Units.*

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## Session 3

### The Vertical Campus - Lessons and Speculations for Building Tall Universities

**James Wilson**

**Lyons**

James Wilson is a Principal of Lyons, an architectural and urban design practice based in Melbourne, Australia. He has extensive national-wide experience in design collaborations with University stakeholders, utilising specialist workshop methodologies to translate the underlying vision that each client has for their project, to encourage a unique outcome.

James is an acknowledged leader in 'next generation' learning space design, campus regeneration projects and building the campus tall; his recent projects include RMIT's Swanston Academic Building, La Trobe University's Sylvia Walton Building, University of Adelaide Medical and Nursing Schools, and University of Newcastle's 'NeW Space' project.

James was also a key contributor in the formation of Melbourne White Night – an annual 'dusk 'til dawn' art festival - that attracts over half a million people to the Melbourne CBD in a single evening.

*The University campus has, by economic and real estate necessity, evolved in many worldwide precincts into the 'tall' University. Whilst tall buildings are not necessarily recent phenomena in Universities, the translation of the contemporary multi-faceted campus 'type' into vertical buildings has typically tended towards programmatic separation and stratification - generally more typical of more commercial building models. This presentation aims to explore new ideas in this field, including benchmarking exemplar projects, exploring some 'lessons learnt' and speculating on new design benchmarks for this unique learning environment - The Vertical Campus.*

*How can tall institutional buildings be designed to encourage the transition of inhabitants from 'passive' to 'active' mentors and collaborators – ie. a true vertical academic community? How can learning and research infrastructure and programmatic needs be developed to respond to the urban environment, but still act like a 'campus'? What role does design play in making this a reality?*

*In the information age of 'generation next', education is in an enormous state of flux and competition for students is global –vertical campus design needs therefore to be both an economic reaction to both the value of campus real estate and be an attractor for the intrepid global learner. The flagship nature of these building types can also act as effective marketing tools, and can display a more sustainable model of University – one that is compact, flexible and which possess a 'critical mass' of academic activity.*

*To maximise success and social collaboration, serendipitous connections and vertical interactivity need to be amplified in order to achieve key outputs of the contemporary University – innovative learning and research. This paper will explore how program can be stratified vertically, not just horizontally, and how this transforms the typical campus model of an active ground plane into a three dimensional collaborative environment of interactivity, which recasts every level of the building to uniquely engage with the changing vertical environment.*

*This paper will also discuss intelligent building design strategies and innovative engineering solutions that enhance this idea of breaking down vertical 'stacking' boundaries. Recent project exemplars from Lyons will be utilised to illustrate these key design directions that can be undertaken including;*

- *University of Newcastle's 'NeW Space' – a 10 level urban regeneration project that will effectively form a new campus for the University in the CBD,*
- *University of Adelaide's AMNS – a 14 level building on the edge of the Adelaide CBD, that fosters relationships between learning and research in medical and nursing fields,*
- *RMIT University's Swanston Academic Building – a 12 level radical learning facility that has been in operation for three years, and globally recognised as a leader in educational facilities.*

*Through these and other global exemplars, the paper will discuss design and sustainability strategies that articulate building form and program, that can speak to and from the campus and its culture, and explore new opportunities for Universities that embrace the vertical.*



## Session 4

### Environment and Sustainability Plans and Policies: Solutions, Straight-Jackets or Meaningless Drivel?

**Brigid Freeman**

**University of Melbourne**

Brigid Freeman is a University of Melbourne Research Fellow for an ARC funded project ('Humanities in the Asia Region') in partnership with the Australian Academy of the Humanities (AAH). Previously, Brigid worked with Professor Simon Marginson at the Centre for the Study of Higher Education (CSHE), on science, technology, engineering and mathematics (STEM) policy globally and Professor Fazal Rizvi on diaspora and international research collaboration projects; both sponsored through the ARC and Australian Council of Learned Academies (ACOLA) for Australia's Chief Scientist. Brigid was a Visiting Scholar at the Centre for Studies in Higher Education (CSHE) at the University of California, Berkeley and American Council of Education (ACE) in Washington DC where she led an international research project. Brigid has a Masters of Education Policy (International) and is undertaking a PhD. Brigid has worked for a number of Australian universities in both academic and professional positions.

*In recent years, Australian universities have progressively put pen to paper to articulate their various approaches to the environment, and sustainability more broadly. Australian universities are operating in a difficult context of increasing regulation, reporting and accountability requirements concerning their environmental and sustainability-related activities. Concurrently, they are facing increasing calls to provide solutions reflecting myriad and potentially conflicting priorities of staff, students, and the broader community. In response, a plethora of planning, design and policy instruments has been produced to scope, evidence, guide and monitor these ambitious endeavours.*

*This presentation will explore how a number of Australian universities have responded. In particular, the research will examine Australian university's approaches spanning: the natural environment; the built environment and precincts; use of natural resources; sustainability focussed teaching, learning and research; and relationship between the physical and cultural environment. Publicly-available governance documentation, principally including plans and policies, will provide the lens for the research. The presentation is intended to communicate key findings to practitioners, including examples of good practice, to support ongoing development and documentation of effective planning and policy solutions for the built environment and precincts.*

## Session 5

### From Crisis to Leadership of Self: Motivation, Positivity and Empowerment in the Workplace

**Katy Greenland**

**University of Melbourne**

Katy has worked at The University of Melbourne for four years supporting research students and staff. She has worked at The University of Melbourne for the last four years and in her current role, coordinates research ethics and publications for the Faculty of the Victorian College of the Arts and Melbourne Conservatorium of Music. She also chairs the University's Ethics Administrator's Network.

Katy has qualifications in social work, psychology, information management and librarianship. Her work history, prior to entering the tertiary education sector, includes a mix of frontline work with children and families in crisis with Melbourne CityMission and neuropsychological rehabilitation at Austin Health, as well as social policy work in local government.

Katy also lives on campus at the University at one of the residential colleges, where she tutors students in politics, research methods and management. Two of Katy's greatest loves are the arts and education.

*What happens when we as university staff go through challenging times in our personal lives that affect our professional lives and role within the University context? How can we move through stressful and difficult situations and restore lost motivation and positivity? How can we achieve empowerment in our workplace, shifting from crisis to self-leadership? This paper addresses these issues and the significant impacts on our sense of ourselves when we experience stressors that affect our work. It is for anyone who has ever found themselves questioning their purpose or wondering how to rediscover motivation and positivity for their job at a university.*

*This paper charts the impacts of these experiences for one university employee, presented and analysed as a case study, chronicling the stages someone goes through from crisis to leadership of self along the journey to rediscovering motivation, positivity and empowerment in her role. Through exploring this case study, this paper offers a series of practical strategies that worked for the employee in addressing her situation. A range of key learnings are presented that aid in self-reflection and can be used as a toolkit to assist anyone going through a similar situation, whether it be ourselves or our colleagues. The paper draws on positive psychology to look at the whole person, situating work within the context of our lives and identifying ways in which to cope better at work and set up environments whereby we empower ourselves and each other to move through crisis and into self-leadership.*



## Session 6

### Problem Child to Star Pupil - RMIT's New Academic Street, a Creative Refurbishment Edward Berry Lyons

Edward Berry is a practice leader at Lyons in the management and delivery of large scale higher education and institutional projects. Ed's specialist expertise includes managing multi-level client and consultant groups to deliver excellent design outcomes for large complex projects. He is at the forefront of developing BIM technology, both in leading consultant design teams in a full 3D model environment, but also working with contractors to generate efficiencies through integrated 3D documentation. Ed was the Project Architect of the RMIT New Academic Street project and has led the multi-faceted consultant team for this challenging and innovative project.

*The New Academic Street (NAS) project takes a radical approach to creative refurbishment, urban design and design collaboration to transform the heart of RMIT University's City Campus. This paper will outline how the design team achieved the University's brief to enhance student experience, provide an expanded student realm and strengthen the connection between the campus and the city. This ambitious project will be delivered in the midst of a live University environment and the innovative techniques employed to research, investigate and test the existing buildings and how this influenced the final design will also be discussed.*

*As with many university campuses, RMIT has a legacy of aging building stock, which in this instance, no longer supports their requirements. As a dense urban campus with a high demand for space, renewal through wholesale demolition was not an option. The street frontage dominated by a series of 1960's towers which were specifically designed for laboratory and office functions in the late-modernist idiom of the technical university. These buildings present challenges of poor connection to the surrounding city, difficult navigation and limited pedestrian permeability, aging services infrastructure, a vertical transport system at breaking point and insufficient social study spaces to retain students on campus.*

*The NAS project footprint extends across five buildings, over seven levels and will deliver over 30,000 sqm of student focused space. Adaptive refurbishment on this scale called for an innovative design strategy. Lyons partnered with four other emerging and specialist architectural design practices to create a 'consortium of ideas'. This approach has allowed a diversity of design responses to be proposed for different precincts of the project.*

*To increase the connection of RMIT to its urban context, the City Campus has been re-imagined as a microcosm of the city itself. A series of 'laneways' and 'streets' have been introduced, creating multiple new entries from the*

*surrounding streets. Supported by a system of new lifts and escalators, the laneways break through the existing maze of stairs and corridors to move high volumes of people efficiently through the campus, while also providing a clear system of navigation and orientation for campus users.*

*RMIT has made a strategic step towards improving the student experience by combining their student services, library and retail operations. Dissolving these boundaries allows the NAS project to become a seamless merging of diverse student space supported by flexible retail offerings, combined with the academic research opportunities of the contemporary library.*

*An innovative 'Triage Model' of student services engagement has been developed between RMIT and the design team which utilises mobile technology and a responsive staffing strategy, and is supported by roving concierge, hip-to-hip consultation points and flexible interview rooms. The space is designed to be used in a way that responds to the fluctuations of the academic calendar, eliminating queuing at the peak times while repatriating space for student use during the quieter periods. Similarly spaces around the library are uniquely designed to support different student self-organised 'doing' activities; variously named; the reading room, the journal balcony, the design library and the play ground by way of example.*

*RMIT's New Academic Street project will be presented as a case study of how the creative refurbishment of existing campus buildings can transform dated assets into vibrant centres for student engagement, peer-to-peer learning, enriched student experience, and create a new identity for a University in its city. This presentation will be co-presented by RMIT University, Lyons (Architecture) and AECOM (Services Engineering).*



## Session 7

### Why Wait for Technology? Reasons for Continuous Process Improvement.

**Ben Norman, Tania Carrubba**

**Monash University**

Ben Norman is the Deputy Manager for the Clinical Sites and Parkville Campus for the Research and Revenue Accounting Services Division for Monash University.

Tania Carrubba is the Senior Accountant for the Faculty of Business and Economics & Faculty of Art, Design & Architecture for Research and Revenue Accounting Services Division for Monash University.

*Is efficiency directly correlated to technology? Are new software tools the best way to increase productivity? Certainly advancement in technology does create ways we can work more effectively, however, technology is not the only solution. Many factors impact our work environment at Research and Revenue Accounting Services Division at Monash University, which can have an effect on our processes and hence our ability to improve.*

*"Perfection is a lot of little things done well", Marco Pierre White (Chef and Restaurateur)*

*We can take that thought and apply it to everything that we do by taking a step back to think of why we do our tasks. Is the 'what' we do linked to the 'why'?*

*To ensure that we are heading in the right direction to support our researchers, we have goals to establish key drivers for continuous process improvement. To define these key drivers we have to contemplate what our goals should be focussed on:*

- *Create a culture that fosters collaboration*
- *Capacity to improve in a high demand environment*
- *Client experience which delivers added value*

*These three points have a circular effect, with each one having an impact on the other. Hence, the introduction of the ideology of the 3 C's: CULTURE; CAPACITY; and CLIENT EXPERIENCE.*

*The circular impact of creating a culture for collaboration in our team, i.e. the way the team interacts with each other and its researchers. This then encourages a multifaceted approach to problem solving, which in turn fosters innovation to change systematic processes. Then leads to efficiency and productivity gains and thus create capacity to spend more time with our researchers to provide them with a value added experience.*

*We have used the '3 C's' (Culture, Capacity and Client Experience) to explore the reasons 'why' we should pursue perfection also outside of the technological space and how it is applied in the Research and Revenues Accounting Services Division at Monash University.*



## Session 1

### TEFMA International Partners Panel

*Join TEFMA's international strategic partners from APPA, AUDE and HEFMA whose representatives will provide updates on the university facility and estate management sector in the United States, the United Kingdom and Southern Africa respectively. The partners will provide a global perspective on key issues and trends and draw on similarities and differences within the sector.*

## Session 2

### Corporate Governance in the Higher Education Sector: Optimizing the contributions of University Councils to Universities in Papua New Guinea

**Lisa Larry**

***Office of Higher Education Papua New Guinea***

Lisa Larry holds a Bachelor of Arts from the University of Papua New Guinea (2008) and works with the Department of Higher Education, Research, Science & Technology. She was recently appointed as the Acting Executive Manager, Corporate Governance. She also holds a Diploma in Economic Policy Analysis (NRI) and is a member of the PNG Institute of Directors (PNGID) and the Australian Institute of Company Directors (MAICD).

*Corporate governance within the context of university governance is analyzed through agency theory. Agency theory talks about an intricate relationship between principals and agents which has to be managed through structures, processes and incentives that ensures that agents optimize outcomes accruing to principals who are essentially owners. Discussion around international board practices and practices in PNG shows similar challenges faced by university governance mechanisms. The end result of university quality outcomes have not been encouraging, resulting in recent state intervention effected through legislation for new corporate governance framework, reduction of council members and call for increased professional development through company directorship. University council members and Vice Chancellors do not have much option but to modernize governance in order to prevent losing credibility in the higher education sector in terms of their quality of graduates. Critical policy implications are drawn at the end as way forward for the PNG Higher Education Sector.*

## Session 3

### One Client, One Project Manager, One Builder, 3 Technically Challenging Projects, 3 Different Procurement Approaches to Provide Key Parameters in Procurement Method Selection Providing the Best Value for Money

**Robert Hickson, Eddie Swat**

***Capital Insight, University of New South Wales***

Robert Hickson is a Director of Capital Insight, a leading Project Management organisation that provides both business advisory services and project management services for a range of social infrastructure clients, including many Universities and TAFE's.

Robert has undertaken many project roles including as Director responsible for the University of Sydney Campus 2010 Program, the University of Queensland's Innovation Building and for the University of NSW:

- as Project Director/Project Managers for:
  - the award winning Tyree Energy Technologies Building
  - the College of Fine Arts project
  - the Materials Science and Engineering Building
  - the Biological Sciences Project – Stage 1
- leading the planning for:
  - the Biological Sciences Project – Stage 2
  - the Science and Engineering Building.

Robert also undertook the role of Project Director for the Chris O'Brien Lifecare project, for which Capital Insight won the 2014 Australian Institute of Project Management National Award for construction projects >\$100m.

Eddie is a 'Client Side', Senior Project Manager at the University of New South Wales, working within Planning & Development of the Facilities Management Unit. Eddie represents UNSW and its multifaceted client base, managing Major Capital Works Projects, and has done so since 2012.

Eddie has recently completed UNSW's largest and most expensive project, the New Materials Science and Engineering Building, a \$146.5 Million dollar research and teaching building for the Physical Sciences Precinct at UNSW's Lower Campus in Kensington.

*UNSW has over recent years developed (or is developing) 3 high performance research buildings that have been or are being implemented by the same Project Manager (Capital Insight) and the same building contractor (Brookfield Multiplex):*

- the \$120m Tyree Energy Technologies Building (TETB);

- the \$146.5m Materials Science and Engineering Building (MSEB); and
- the \$150m Biosciences Research Project (BRP) building.

For these projects, 3 different forms of procurement/contract were utilised that reflected key project drivers including project scope, the program for implementation and accepted risk allocation.

The presentation will discuss the key project drivers, issues associated with the selection of the procurement methods, the benefits UNSW considers were obtained for each project and the issues that arose on the projects that impacted these anticipated benefits.

#### Project Details

##### Tyree Energy Technologies Building

A design competition was undertaken for the selection of an architect for the gateway site on which the TETB would be developed. ffmt Architects was selected as the architect, with an assumed form of contract being a Managing Contractor Guaranteed Maximum Price (GMP) form, requiring novation of the design consultants after completion of initial project documentation/brief. The design responsibility transferred to the building contractor on award (with novation of the consultants). Selection of other design consultants was made following a typical consultant tender/selection process.

Project Enabling Works, including demolition of tennis courts and limited services relocations, were undertaken utilising a separate minor works contract enabling a cleared site to be handed to the building contractor upon award. Enabling Works were undertaken in parallel with the main contract tender process.

A two stage building contractor tender process was utilised with tender/contractor documentation structured for a Managing Contractor GMP form of contract. The initial selection phase (EOI) short-listed tenderers to enable a detailed tender submission based on the developed design documentation.

The extent of the design undertaken by the client prior to commencement of the contractor procurement process (EOI) was Scheme Design, with 60% Design Development undertaken prior to the commencement of the tender phase for the short-listed tenderers.

Subsequent to the selection of a preferred tenderer (Brookfield Multiplex), detailed alignment of project scope and pricing enabled a fixed price offer under a DD&C form of contract to be made – and subsequently accepted by UNSW.

The project was successfully implemented and the project was awarded the National Master Builders Association Award for Best Public Building project.

##### Materials Science and Engineering Building

A design competition was undertaken by UNSW for the MSEB project with Grimshaw Architects (and various design sub-consultants) engaged by UNSW, with responsibility for building and laboratory architecture, all engineering services and structural/civil engineering

components of the project design. The engagement documentation was based on a Managing Contractor GMP form of contract. The design team was engaged prior to the engagement of the Project Manager.

Project Enabling Works included demolition of existing buildings, car parking areas and extensive services relocations, which were undertaken utilising a separate minor works contract enabling a cleared site to be handed to the building contractor upon award. Enabling Works were undertaken in parallel with the main contract tender process.

The adopted form of procurement utilised was a lump sum DD&C contract.

The extent of the design undertaken by the client prior to commencement of the contractor procurement process (EOI) was Scheme Design, with 60% Design Development undertaken prior to the commencement of the tender phase for the short-listed tenderers. Novation of the consultants to the building contractor occurred at contract award, with 90% completion of DD documentation.

A two stage building contractor tender process was utilised with tender/contractor documentation structured with an initial EOI selection phase enabling the selection of short-listed tenderers, enabling a detailed tender submission based on the developed design documentation.

Subsequent to the selection of a preferred tenderer (Brookfield Multiplex), detailed alignment of project scope and pricing enabled a fixed price offer under a DD&C form of contract to be made – and subsequently accepted by UNSW.

The contracted project scope included significant provisional sum components for additional works that did not form part of the original project brief.

##### Biosciences Research Project

UNSW prepared a detailed Project Definition Plan (PDP) defining the project scope and budget, which was utilised as the basis for selection/engagement of the Project Managers.

A MC GMP form of contract was selected with a two stage building contractor selection process – commencing with an EOI, based on the PDP only, and then a subsequent select tender phase utilising the PDP and developed performance documentation only.

A two stage contract engagement process has been adopted, with an initial Target Construction Sum (TCS) offered as part of the tender process, and a GMP to be developed/submitted (within the TCS) on DD documentation. Upon acceptance of the GMP, the construction works commence.

No project design consultants were engaged prior to the engagement of the MC, with the initial task of the engaged contractor (Brookfield Multiplex) being to tender/engage all consultants.

Significant Enabling Works are required and were initially designed/scoped as a variation to an existing and separate MC contract for an adjoining building.



These scope/design documents were then provided to the preferred tenderer (prior to award) and a separate contract awarded to Brookfield Multiplex to undertake the Enabling Works.

Key Issues to be discussed

- The initial project scope definition and extent of documentation included in the contract
- The alternative forms of contract and key differences
- The project drivers that resulted in different forms of contract being adopted
- Issues with each form of contract that required management
- Cost and program benefits
- How quality was/is being maintained

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## Session 4

### Macquarie University Energy Audits - Using Big Data

**Shane Esmore**

**Umow Lai**

Shane is a Director with Umow Lai and Principal of Umow Lai's specialist Sustainability group. Shane is one of Australia's leading sustainability consultants having pioneered the integration of many sustainability principles to the built environment in Australia and overseas.

Shane's has worked on some of the world's leading sustainable buildings, particularly within the University and Education sectors. A key focus of Shane's recent work is on improving building performance through the harnessing of big data.

*Conducting energy audits on an individual building basis is a well understood and practiced science following a relatively straight forward sequence of events:*

1. Review the energy consumption
2. Inspect the building and talk to the occupants
3. Analyse the results
4. Consider how the building could be cost effectively improved
5. Recommend upgrades and behaviour changes as necessary

*However, when multiplying out this process across dozens of buildings, such as a University campus, this process can become incredibly time consuming and, consequently, expensive.*

*Additionally the amount of report documentation and results can be overwhelming and difficult to manage with a lot of the information represented qualitatively within reports.*

*The result is often a simplified overview with 'blanket' upgrades being proposed, which do not reflect the*

*rigour and the detail of the work undertaken and has limited value, unless the client is willing and able to dissect the reports themselves.*

*The Umow Lai Way*

*When Umow Lai approached the University of Macquarie's Sydney Campus, which consists of over 200,000sqm of occupied floor area across 60 buildings, we wanted to address this issue in a 21st Century fashion. We set about creating a reporting methodology that quantified all aspects of the building and formed a database of building attributes and building upgrades.*

*This process enabled us to powerfully interpret, explore and present the results from our audits succinctly at both a building and site-wide level.*

*Desktop analysis of the campus metered data using 'Big Data' analysis software to crunch millions of rows of electricity data at 15 minute intervals across a year and perform detailed analysis including energy consumption, greenhouse gas emissions, peak and off-peak costs, demand charges, overnight loads, peak loads, power factors, weekends, holidays, response to ambient temperatures etc.*

*This analysis is a product of our research and development work around what we can do with smart meter data which is rapidly being rolled out across Australia. The insights are remarkable compared to simple analysis of energy bills and the data is routinely accessible.*

*On-site inspections were undertaken for all buildings on-site and unfortunately there is little opportunity for saving time here! We recognise the importance of getting on-site and talking to occupants as they can offer very interesting insights whilst also potentially revealing some of their bad habits.*

*As most existing buildings are not extensively sub-metered, we estimated the breakdown of energy consumption across the HVAC, Lighting, Equipment and other uses through detailed consideration of the building space types, usage and energy mix with an additional adjustment on the basis of our scoring system.*

*This -3 to +3 or "traffic light" scoring system applied to all aspects of the building including the fabric, ventilation and various controls which also acted as a quantifiable grade.*

*Back at the office, working with engineers from various disciplines, we identified and costed upgrades to enable the building to achieve an improved score across each category which in turn was used to estimate energy savings, payback and greenhouse gas reductions.*

*The results from the energy meter analysis were also quantified using a traffic light system and fed into the building report.*

*The fully customised reporting process was heavily automated on the basis of a myriad of carefully selected*



inputs following a series of reviews with Macquarie University's Sustainability and Facilities Management teams.

This process produced a database of all of the results that we could analyse using the latest technology and data analytics techniques.

Exploring the results led to many interesting insights into the University's existing building stock performance, such as:

- Identification of low cost and cost effective upgrades for each and every building, the 'low-hanging fruit'.
- Mapping allocated scores for various indicators across the campus.
- Performance analysis of the University's various district energy network systems.

- Marginal Abatement Cost (MAC) Curve analysis simultaneously assessing GHG and Payback across the existing building stock.
- Site-wide PV opportunity assessment.
- Analysis of building age vs building performance.
- Determining the 'Big Bad Buildings' in order to identify which to focus on.
- Comparison to COAG Typical University Building Benchmarks.
- Analysis of potential GHG reductions and comparisons to the Universities 50% 2030 target.

The work is currently in the final stages and the Client has been very impressed with the delivery of a wealth of accessible, concise and well presented results enabling them to take a clear and informed direction with their future upgrade works.

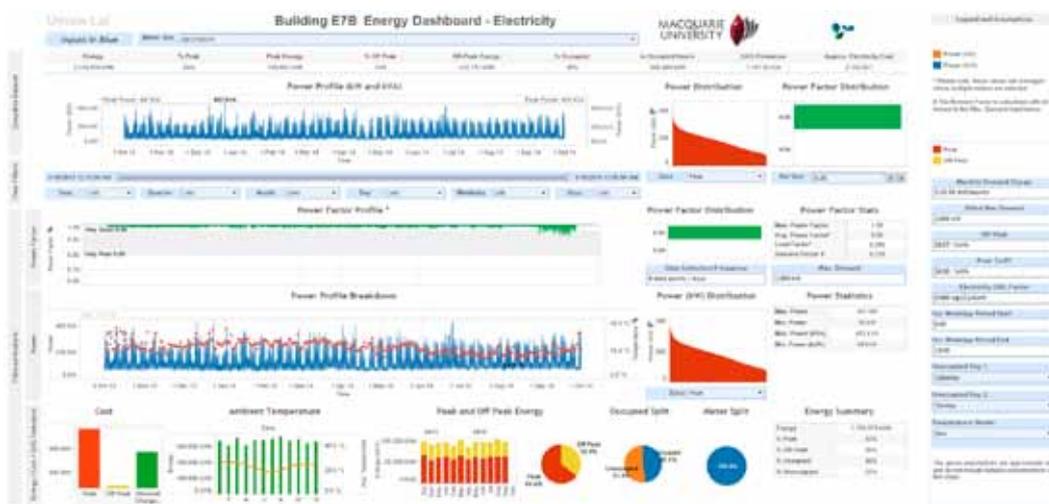


Figure 1 - Electricity Metering Analysis Dashboard

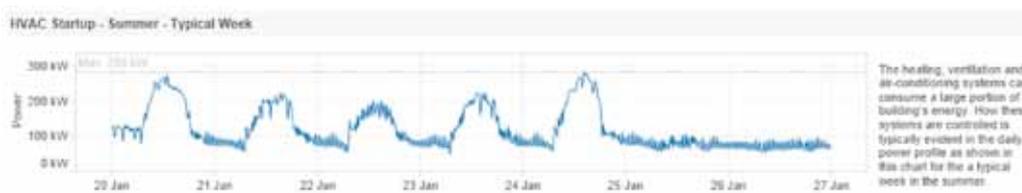


Figure 2 - Example of Detail that can be extracted



Figure 3 - Traffic Light Scoring System

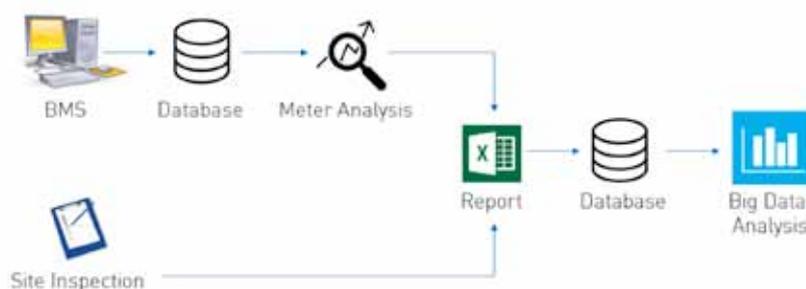
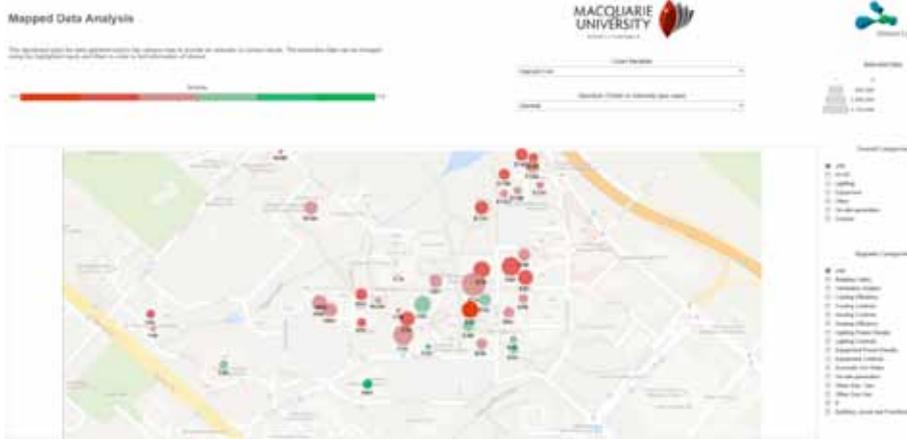


Figure 4 - Process Diagram



**Figure 5 - Mapped Data:**  
Can be explored using filters  
and menus



**Figure 6 - Building Upgrade  
Analysis - all upgrades, all  
buildings**





## Session 6

### The Role of the Applicant Experience in a Competitive Environment

**Elizabeth Bishara**

**Auckland University of Technology**

Elizabeth Bishara is the Director, Student Information and Engagement at Auckland University of Technology. Elizabeth's responsibilities include leadership to the Student Centre and Telephonist teams on each campus and collaboration with the governance and practice groups within AUT University to drive consistent practice in the delivery of a designed and customised student experience.

*While the concept of the student experience is well known and well documented, this presentation aims to outline the role of the Applicant experience through the admission cycle and how the influence generated within that experience leads to a positive effect of increased enrolments for the institution and a smooth and successful transition to University study for its students.*

*Following a strategic review of the Admission cycle at AUT University in 2004 to partner central teams and faculties more closely, a new framework was established. One that recognised:*

- Universities were operating within a constrained resource environment
- The importance of deploying a framework for knowledge exchange
- The role of establishing a matrix of responsibilities to create consistent practice and alignment

*Following on from a presentation to TEMC 2013 on integrating services to promote student success, this presentation will provide insight into current advances at AUT. These developments have focused on the Applicant and reviewed and redesigned how we position the AUT brand to our customers with the intention of creating influence and loyalty. AUT has updated its previous expansions in collaboration and partnership across the University. Through the creation of the Conversion Project they have reviewed how teams and processes intersect and create a positive impact in the applicant landscape.*

## Session 7

### Getting the Balance Right Between Student Self-Service and the Personal Touch; Meeting Evolving Student Expectations?

**Lucy Schulz**

**Deakin University**

Lucy Schulz commenced with Deakin in mid June 2014 as Program Director for the LIVE Agenda, Deakin University's vision for 2020. Lucy is coordinating a range of projects focused on enhancing the student experience. One of the key projects is the implementation of IBM Watson as the student engagement advisor that will transform how students access information and advice on anything relating to their lives at University. She has over 25 years experience in higher education and is a Fellow and Meritorious Service Award winner of ATEM.

*There is not a one-size fits all view about student expectations and experience at university and different student cohorts have varying and different expectations which change and evolve as they progress through their course. This is a challenge for us all as we design learning and service environments to meet the diversity of student needs. There are also imperatives to be efficient and cost effective in what we offer and deliver.*

*Like all universities Deakin is very focused on reviewing survey results (both our own internal ones as well as various national sector surveys) to reflect on our performance and consider areas for improvement and development. However, these are lag indicators and whilst useful there is more we can do to understand current student experiences.*

*In addition to reflections about internal and sector performance it is also important to consider community expectations and business models for service organisations and what is driving their approaches. For example, we are time poor, we want to be able to do simple transactions quickly and easily and online, we want data and information to be protected, we want to be recognised when we are return customers, and we want specialist help and assistance when we need it. In 2014 when Deakin conducted a number of focus groups with students to understand what they wanted from support services, the answers made resounding common sense; student want services which are easy to find and use, that just work and that are tailored to them.*

*This paper will explore how one university has worked through this simple proposition to develop a strategy which includes self service options wherever possible but which has also maintained a focus on the needs and expectations for a personalised experience. Significantly this has involved rethinking how an online service experience can be personal; customised and differentiated based on the individual.*





## Session 1

### Showcasing Sustainability Excellence

**Sue Hopkins, Corey Peterson, Paul Camilleri**  
*Australasian Campuses Towards Sustainability, University of Tasmania, University of the Sunshine Coast*

Mr. Corey Peterson is University of Tasmania's Sustainability Manager based in Commercial Services and Development. In this role, Corey has been the lead staff member in sustainability efforts that have been recognised with the prestigious Australasian Campuses Towards Sustainability (ACTS) Award of Excellence 2012, Green Gown Australasia Award 2014 for Facilities and Services and the ACTS Award of Excellence "Individual Staff award in 2014.

Corey was educated in the USA, where he completed a Bachelor's degree in Biology and Environmental Studies followed by two Masters degree's in Environmental Science and Public Administration at the Indiana University School of Public and Environmental Affairs. He is also a graduate of the Tasmanian Leaders Program, for which he has also served as a mentor to later participants and is an active member of the alumni. Corey is a current member of the University Council and a director of the not-for-profit Sustainable Living Tasmania.

Paul Camilleri works as a Project and Operations Officer at the University of the Sunshine Coast (USC).

Paul's role includes:

- contract management of preventative maintenance, cleaning and waste related services.
- energy and water conservation and
- waste management and sustainability reporting.

Paul is also active in presenting and consulting at various venues and events promoting Business Sustainability.

In 2014 Paul was instrumental in introducing an Integrated Waste Management System at USC that led to the university winning the 2014 Green Gown Awards Australasia for Carbon Reduction

*There are many amazing, world class, sustainability initiatives taking place in Australasian tertiary education institutions, but how does our sector identify and learn from the leaders and the best initiatives? Delivered by ACTS in collaboration with two or more institutional partners, this presentation showcases a diverse range of best practice initiatives from the 2014 Green Gown Awards Australasia (GGAA) winners across 11 categories including Facilities & Services, Carbon Reduction, Learning & Teaching, Student Engagement and Continuous Improvement. The presentation includes at least two detailed case studies from the winners of the Facilities & Services and Carbon Reduction*

*categories. The annual GGAA recognises institutions for their achievements and disseminates these best practice initiatives both nationally and internationally via case studies and videos. The Awards are truly global and while delivered regionally in Australasia, UK and French-speaking Europe and Canada, these winners then compete for the international title in multiple categories.*

## Session 2

### Current Practice in Academic Workload Allocation Processes in Australia

**Dr Richard Watson**  
*University of Southern Queensland*

The authors are lecturers in the School of Agricultural, Computational and Environmental Sciences (ACES) at the University of Southern Queensland. Both Dr Watson and Dr Dekeyser have been Heads of Department at USQ.

*Academic workload management is not only a hot-button topic in Australian universities today, it is also increasingly becoming a lynchpin issue for the academic leadership seeking to do more with less. There are many aspects of workload management that are highly interesting to study, spanning the philosophical, over the legal, to the technical. However, a solid basis of facts must be established first before such studies can be effective. Through a large number of interviews that we have conducted with academic managers, it is clear that a common baseline understanding does not exist at present. For example, terms such as workload model are ill defined, and even within single institutions there is a significant variation in meaning as well as implementation of management practices.*

*Embarking on a large-scale research project in the context of academic workload management, and recognising that we first needed to get a better idea of current practice in that context within Australia, we ran a pilot survey in 2013 that was targeted to Deans of Science on the one hand, and workload managers on the other. Survey questions covered three key areas related to workload management: models and rules; process and policy; and systems and software. Comparisons between different types of institution (Go8, ATN, RUN etc.), different allocation models for teaching, research and service components of academic workload, and different sizes of academic unit (School, Department etc.) were explored. While the number of responses in absolute terms was relatively limited, and hence the outcomes were not always statistically testable or significant, broad trends were readily identifiable.*



*In this paper we report on the method and outcomes of the survey, and describe how the information that was obtained has informed the development of an in-depth research project.*

## Session 3

### How Does Strategic Asset Management Planning Influence Campus Master Planning?

**Julie Rich**

**University of Newcastle**

Julie Rich has 27 years experience in the planning and delivery of physical infrastructure. The majority of her career has been based in the Hunter Region within the urban renewal sphere for State government. In her time with the Honeysuckle and Hunter Development Corporations along with UrbanGrowth NSW she negotiated and managed contracts totalling over \$750 million.

In her current role as Associate Director, Campus Strategy with the University of Newcastle, Julie is overseeing the development and implementation of a new master plan for the University's primary campuses and driving greater value from its \$1 billion asset portfolio.

*Prior to embarking upon developing a new master plan, fortuitously the University of Newcastle had prepared a Strategic Asset Management Plan (SAMP). The SAMP provides a consolidated view of the University's physical assets, in simple terms it identifies buildings that should be retained, requires further investment or beyond their useful life. The SAMP acted as an important foundation layer that was combined with the University's strategic vision to strongly influence the principles and approach taken in the University's 2014 Draft Campus Master Plan. As a result the University is now well positioned to make short and long term infrastructure investment decisions knowing that some of the benefits produced will include:*

- *Guiding new development and future divestment opportunities in a coordinated way*
- *Ensuring the capacity of facilities reflects the current and emerging research and teaching needs*
- *Co-ordinated redevelopment of poor performing assets and the corollary reduction in the functionality and condition backlog*
- *Increased utilisation of facilities and the public realm*
- *Greater environmental sustainability, particularly in terms of energy consumption and greenhouse gas emissions*
- *Encouragement of industry and community partnerships and cross-disciplinary collaboration*
- *Enhanced performance of retail and commercial operations*
- *Minimising the duplication of services*

*This presentation will provide you with an insight on the value of combining strategic asset management and campus master planning processes to establish informed decision making around a campus' physical assets.*

## Session 4

### Leading Research & Teaching Outcomes Through the UNSW Bio-Medical Precinct

**Fiona Larkin, Geoffrey Leeson**

**Root Projects Australia, University of New South Wales**

Fiona Larkin is a Senior Project Manager with Root Projects Australia. Fiona holds a Bachelor of Architecture (Hons), University of Sydney and a Bachelor of Science (Architecture), University of Sydney.

Fiona has over 15 years' experience in the management of complex multi-faceted projects for public and private clients. These have included planning and delivery within high profile operational and heritage environments. Clients for whom Fiona has recently completed projects include the National Institute of Dramatic Art (NIDA), Carriageworks at Eveleigh, and the Tasmanian Museum and Art Gallery.

Fiona acted as the Principal's Representative for the University of New South Wales on the \$122M Wallace Wurth Redevelopment.

Geoffrey Leeson is a Senior Project Manager at the University of New South Wales where he has been employed since 1991. He holds a Bachelor of Arts degree from the Australian National University and a Bachelor or Landscape Architecture from the University of Canberra.

Geoffrey has been responsible for managing a wide range of projects from a variety of small refurbishment and public domain type projects through to major redevelopments of the University's built infrastructure. Geoffrey was responsible for the delivery of the Lowy Cancer Research Centre, a \$106M development completed in 2009 and the redevelopment of the Wallace Wurth School of Medicine. This \$146M project doubled the size of the existing building to approx. 23,000m<sup>2</sup> and provided a consolidated base for both undergraduate teaching and biomedical related research under one roof. The project was completed in 2014.

Geoffrey is currently managing the Biological Science Project, the third major project in the Biomedical Precinct. The first stage of the project, valued at \$165M and scheduled to be completed by mid-2017, includes the construction of a new, wet teaching and research laboratory building of approximately 21,000m<sup>2</sup>. Stage 2 will see the occupants of the existing building move into the new building and the existing building will then undergo a \$120M refurbishment.

*Over the last 10 years the University of New South Wales (UNSW) has undertaken a process of planning and development of its Upper Kensington Campus. This has been undertaken in parallel with revisions to the Kensington Campus Master Plan and in alignment with the University's strategic intent which emphasises the enhancement of effectiveness and interdisciplinarity and the practical application of research and teaching.*

*This work has leveraged off the teaching, research and clinical activities occurring in the area and previous*



studies to integrate the activities of UNSW with the Prince of Wales Hospital (PoW) as a 'Bio Hub' precinct. Stakeholders have included the University's Faculty of Medicine, Faculty of Science and Faculty of Engineering, in addition to NSW Health, the Children's Cancer Institute of Australia, Australian Cancer Research Foundation Drug Discovery Centre, and the Kirby Institute for Infection and Immunity in Society.

The aim of the University's activities has been to formalise and develop a Bio-medical Precinct which provides world-class research and teaching facilities, enabling and encouraging interdisciplinary collaboration and accommodating the evolving teaching and research needs. In addition, the aim has been to develop facilities which create operational efficiencies by sharing infrastructure and by promoting environmental and business sustainability. This has included the development of spaces based on world's best practice to maximise utilisation, flexibility and adaptation.

Major projects resulting from this planning work have included the Lowy Cancer Research Centre, the Solar Industries Research Facility, the Wallace Wurth Building Redevelopment, and the Biosciences Building. Root Projects Australia's staff have assisted the University in this process starting with the development of the initial Upper Campus Feasibility Study in 2004 through to the delivery of the Wallace Wurth Redevelopment which was completed in 2014.

The presentation by Geoffrey and Fiona will commence with a brief overview of the Bio-medical Precinct, including:

- UNSW Master Plan objectives – transport, light rail and connectivity to CBD;
- Upper campus objectives and the Bio-medical Precinct -
  - o Re-establishing the campus address on High Street and Botany Street,
  - o Taking advantage of the proximity and potential connectivity with PoW,
  - o Creating a porous edge to the campus; and
- Major steps in the development of the Precinct.

The presentation will then focus on the \$122 million Wallace Wurth Redevelopment, which has been the linchpin in the development of the Bio-medical Precinct. The facility includes 24,500m<sup>2</sup> of space which has been developed around the refurbishment and extension of 8 floor levels of the existing Wallace Wurth building. The works have involved the creation of 7,350m<sup>2</sup> of new teaching space and 7,350m<sup>2</sup> of new research laboratories, including 1 PC3, 10 PC2 and 5 PC1 laboratories. The project was delivered over 13 stages while maintaining the building as an operational facility for students, staff and researchers.

Key aspects of the facility to be presented will include:

- Adaptive re-use of the existing building's west wing and the integration of the new building shell;
- Rationalisation of a Central Energy Plant and basement level spatial configuration, including

linkages into the Lowy Building and future connections with the Bioscience Building;

- Development of centralised laboratory spaces and support areas reducing duplications throughout the Precinct;
- Development of flexible multi-functional teaching and learning spaces which support remote learning opportunities;
- Concentration of key teaching spaces within the Ground Floor and First Floor levels with multiple stair access options thereby reducing the pressure and reliance on lifts. Increased physical and visual connectivity is also facilitated through the open atrium stair;
- Centralisation of storage (including chemicals and equipment) for all users and consolidation of research administration and teaching staff and their activities (including clinical skills teaching) from other areas on and off the campus resulting in the creation of greater business sustainability;
- Design and construction utilising the principles of a 5 Star Green Star rated building;
- Consultation and negotiation with Randwick Council including the elimination of the need for any new car parking provisions with the aim of emphasising the use of the existing and planned (new light rail) public transport infrastructure;
- Outcomes generated by the success of the facility, including the attraction of world leading researchers, the output of world leading research findings; and
- Operational benefits realised by the facility.

## Session 5

### Take the Lead in Your Professional Development: Applying for Scholarships and Awards Tanya Rubin, Susan Hudson Western Sydney University

Tanya has been with the Western Sydney University for more than 20 years and has worked in a range of areas including human resources, faculty operations, research management and policy development. Currently Tanya is the Associate Director Advancement Services in the Office of Advancement and Alumni which is responsible for the University's fundraising and Alumni relations. She is committed to education as an opportunity to change lives. Tanya has a Master of Commerce in Workplace Relations and undergraduate degree in applied science, and is an Associate Fellow of the Association of Tertiary Education Management. Prior to working in tertiary education, Tanya had a long career in human resources in the public sector and the TV and radio industry.

Susan has extensive experience in tertiary education management across three Australian Universities. Her experience spans administration and management in faculties and colleges, in student administration and in divisional units. Her current role is Director, HR Strategy & Services at the Western Sydney University where her



major work involves the implementation of a holistic staffing strategy for the University with a strong focus on HR systems improvements. Susan has a keen interest in the current discourse on the professionalism of the higher education worker. She is currently Chair of the UWS Early Learning Limited board and her qualifications include an undergraduate Arts degree majoring in Communications, a Master's degree in Leadership and Management in Education, and she is also a graduate member of the Australian Institute of Company Directors.

*In an ever more competitive working and funding environment, enhancing your capabilities is critical to your success. You need to take the lead in ensuring that you are equipped to meet the challenges of the future. When resources are limited, however, you can still find professional development opportunities through applying for scholarships and awards.*

*Many universities offer their staff opportunities in the form of scholarships and awards. Other agencies such as ATEM, TEFMA and professional bodies also offer scholarships to support you on your career development journey. Scholarships and awards are available for a broad range of activities – to attend conferences, to enrol in tertiary or short courses, or to embark on study tours locally or overseas. They also allow you to showcase and benchmark your work with colleagues and peers across the globe. Many professional staff don't know about these opportunities or think it is just too difficult to apply... or both. Well it's not.*

*Scholarships and awards can give your career progression an advantage by increasing your access to professional development. Plus there may be financial rewards for you as well. Applying for scholarships and awards is an investment in your own career and professional development. Don't miss out on training and education opportunities just because you are not confident in preparing an application.*

*This presentation will do three things – first it will introduce you to a range of scholarship and award opportunities that are just waiting for an application from you, and secondly it will give you tips on lodging a strong and competitive application, and it will also give you confidence to prepare and support nominations and applications from your staff and your colleagues. The presentation will cover gathering supporting documentation such as evidence to support your application; references and referees; and application writing techniques.*

*The presenters have successfully nominated a number of staff for awards, including nominating winners of UWS Vice-Chancellor's Excellence awards, UWS Vice-Chancellor Professional Development scholarships, ATEM Campus Review Best Practice awards, and the AHRI (Australian Human Resources Institute) HR Practitioner of the Year (a prestigious national award for HR practitioners). They have also successfully self-nominated for the ATEM Peter Karmel travel grant, a UWS Vice-Chancellor Professional Development scholarship and an Australian Institute of Company*

*Directors scholarship on behalf of the Australian Scholarship Foundation, some of which have supported their travel overseas to attend and speak at conferences. In addition, one presenter sits on a range of award and scholarship selection panels including Woman of the West award, ATEM Campus Review Best Practice awards and UWS VC Professional Development Scholarships.*

*Our aim is to demystify the application process, so don't miss this opportunity to take the lead in your future development.*

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## Session 6

### Enhancing the Student Experience through Service Excellence

**Kathy Carey**

**University of Southern Queensland**

Kathy Carey has held the position of Student Experience Coordinator at the University of Southern Queensland for approximately 2 and a half years. Kathy has worked in the higher education sector for nearly 4 years and has a strong background in customer service and marketing with work experience ranging from the retail sector, banking and finance industry and being a small business owner in Aerial Photography Industry and Wholesale Beverage Distribution Industry.

*The demand-driven Higher Education funding model has increased competition between universities leading to a more concentrated focus on enhancing the student experience to ensure survival. It should go without saying that students are a central part of all activity in higher education, including service delivery, but do all University staff recognize this?*

*Over the past 6 years, the University of Southern Queensland (USQ) has committed to providing an enriching and supportive student experience through a centralized service delivery model. With a diverse student cohort, our current service delivery extends across multiple communication channels and time zones with utilisation of a sophisticated CRM system, allowing for advanced analysis of data and student feedback. With this side of our service delivery embedded and generating successful results, our focus has now turned to the next phase – staff development and culture. Thus the USQ Service Excellence program was conceptualised.*

*The objective was to develop a program that would allow further enhancement to the current student experience through a University-wide approach to embedding a revitalized culture of excellence in service interactions with students. Our Service Excellence Program also highlights the importance of all University staff interactions as part of the Student Learning Journey.*

*This presentation will explore the development and implementation phases of the USQ Service Excellence Program, overcoming the challenges, the inter-divisional collaboration, the measurement and assessment tools and methods of sustainability. It will also highlight USQ's successes in 'leading locally and competing globally'.*



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## Session 7

### How Does Strategic Asset Management Planning Influence Campus Master Planning?

Jonathan De Puit, Jan Goetze,

Christopher Mouflard

*Hindmarsh, Trimble Buildings*

Jonathan de Puit is the Hindmarsh National Process and Innovation Manager and has significant experience in the delivery of complex institutional research and health facilities.

Jan Goetze is the Hindmarsh SA State Manager and was Project Director for the SAHMRI and UniSA Jeffery Smart Buildings. Jan spearheads the Hindmarsh BIM program.

Christopher Mouflard is the Regional Manager for Trimble Buildings and is an expert in BIM technology and process with international experience.

Hindmarsh and Trimble are a BIM team with recent experience on the iconic South Australian Health and Medical Research Building and the up to date UniSA Jeffery Smart Building. The BIM delivery in these projects is the result of a commitment to collaborate on the leading edge of the BIM journey for two institutions.

Hindmarsh were pivotal players in the BIM experience for both projects and were supported technically and organizationally by Trimble. The collaboration involved development of execution plans, model progression specifications, model reviews, clash detection, design coordination, site establishment planning, construction sequence planning and a base for future Facilities Management implementation.

*The BIM process forced the discipline of progressive design review and coordination which produced demonstrable benefits in clash avoidance, reduction in RFIs and coordination based variations, delay mitigation and quality results.*

*The unexpected spin-off result was an enhanced project team dynamic positively affecting the network of relationships between designer, project manager, builder, subcontractor and supplier.*

*Those involved in the projects will speak of the process, the tools used, the effects on the team dynamic and the quality results in a presentation loaded with practical examples.*





## Session 1

### Is “The New Academic Workplace” an Oxymoron? Reviewing the Scholarly Evidence-Based Literature to Inform Transformative Planning and Design

**Assoc Prof Kenn Fisher, Georgia Singleton**  
*University of Melbourne, Woods Bagot*

Associate Professor Kenn Fisher, Academic and Educational Planning Consultant. Dr Fisher practices both as a research academic and as a knowledgespace planner as he seeks to link the two areas through the concept of translational design modelled on the evidence based design of health environments which itself derives from clinical medical research practice.

He is Associate Professor in Learning Environments in the Faculty of Architecture, Building and Planning at The University of Melbourne (0.4) having been involved for the past five years in \$2million worth of ARC Linkage, Discovery and Office of Learning and Teaching Research projects in the planning, design and use of new generation learning environments. Kenn also co-supervises a number of doctoral candidates and teaches two subjects in the Master of Architecture Programme - Human Environment Relations and Architectural Briefing, Planning & Design specialising in education and health environments. His main research interests include the Evidence Based Design of New Generation Learning Environments and developing models of academic professional development for activating these through the concept of spatial literacy.

Kenn is also Director of Education at Woods Bagot acting as an educational space planner involved in masterplanning, learning environment planning, brief writing and change management strategies. He works globally in this context across Woods Bagot's 14 studios in Australasia, China, the Middle East, the UK and the USA. As well as having held high level domestic University appointments in capital works management, Kenn has consulted on university campus planning and teaching and learning projects in the United Kingdom, the United Arab Emirates, Qatar, Saudi Arabia, Thailand, Hong Kong, Cambodia, Malaysia, Australia and New Zealand having been engaged by over 40 university institutions worldwide. His 40-year career has seen Kenn specialising in education and health planning in all sectors; schools, vocational, higher education, teaching hospitals and workplace academies.

Kenn's academic qualifications include a PhD from Flinders University, a DSc (h.c.) from Deakin University, a Master of Project Management from UTS, a Grad Dip Ed from the University of Canberra and a Bachelor of Technology from the University of Adelaide.

Georgia Singleton. As a Director of Woods Bagot and an Education and 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 Business School, Nan Tien's Cultural and Education Centre, the University of Western Sydney's Campus Redevelopment and the UNSW Australian School of Business & Bioscience Project.

*Millions of dollars have been spent on so-called new generation learning environments (NGLE's) and new generation research environments in Australian Universities in the past decade. Yet little of this money has made its way into transforming the academic workplace, which remains largely as it has existed for centuries with the exception of some science-based workplaces.*

*Various attempts have been made to transform the academic workplace but little significant progress has been made? Why is this so?*

*This paper will argue that it is the culture of the academic workplace which needs to be unpacked – most likely discipline by discipline - to see what it is that academics have done in the past and what they are doing now with the advent of mobile computing and smart devices.*

*The extant scholarly literature – or what there is of it - to date is reviewed and some conclusions drawn.*

*More importantly, though, the sessions seeks to draw from the participants - through a 'quick and dirty' SWOT analysis – what the opportunities and barriers might be to a more transformative academic workplace.*

*In particular the culture of the academic workplace will form the core of this presentation and discussion, to see if a collaborative strategy for change can be framed.*

*Given that this will be carried out largely without academics present, an approach which might include academics in such a SWOT after the conference will be explored.*



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## Session 2

### Developing a Competitive Edge through a 'Flipped' Approach to Change.

**Dianne Van Eck, Dr Judy Szekeres**

#### **DVE Business Solutions**

Dianne van Eck has been a Director at DVE Business Solutions (DVE) since founding the company in 2007. Previously she worked at UniSA for ten years in a variety of university wide project roles as well as diverse Faculty roles. During the past 7 years, DVE has worked with many organisations across Australian and New Zealand to improve people, processes, structures and systems by delivering a variety of project management, process improvement, technology and training projects. DVE also undertook the role of ATEM Central Region Secretariat from 2009 to 2013.

Dr Judy Szekeres has recently joined DVE Business Solutions after twenty five years working in various capacities in Higher Education institutions. Her last full-time role was as College Director at the South Australian Institute of Business and Technology (SAIBT). Her previous roles included General Manager, Student Services at Adelaide University, Division Manager in the Division of Business at UniSA, and Deputy Director of the Co-op Program at UNSW. Prior to that she was a teacher of music and maths in a number of different high schools. She completed a Doctorate in Education at UniSA in 2005 and has been a regular contributor to the ATEM journal and TEM conferences.

*Most change processes are conducted the wrong way around. Managers decide that something isn't working well, or they need to save money and they undertake structural change before looking at processes. We are all familiar with the endless rotation between centralisation and decentralisation. This creates a cycle of change within an institution which often doesn't achieve what the organisation really wants. It can be debilitating for people; it affects their focus away from day to day work and costs a lot of money. It is, in effect, an unsophisticated way of changing an organisation's desired objectives.*

*With some changes where the outcomes include loss of long-standing employees, the subsequent loss of corporate knowledge results in the institution making the same errors over and over again. So the 'big wheel' keeps on turning for no apparent good.*

*We suggest that this approach be flipped – when things are not working well it's always process that should be looked at first and roles, responsibilities and structure emerge from revised processes. Process review begins at the very heart of operational activities – where staff at the lower levels often know better than anyone what is working well and what isn't. So advocating for a 'bottom up' approach to systematic changes provides a more sustainable longer term solution.*

*Using Lewin's Theory of Change which looks at people, process, structure and technology, we will present some tangible options to enable systematic change in the*

*workplace. This will include discussion of theoretical underpinnings, business process improvement (BPI), how to look at roles and responsibilities out of the BPI, how this might dictate structure, and how to develop a comprehensive set of documents which help embedding of new roles and responsibilities into the workplace.*

*Change management needs to be repeatable and systematic to ensure that people don't waste time, energy and money on unnecessary structural change. Institutions that can conduct change processes in a systematic way with little loss of work time and corporate knowledge can undoubtedly gain a competitive edge.*

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## Session 3

### Let Me Be Frank: Relocating the UTS Business School to Its New Home, The Gehry Designed Dr Chau Chak Wing Building

**Paul Sztelma, Craig Lord**  
**University of Technology Sydney**

Paul Sztelma kicked off his University career in 1992 as a filing clerk at the University of Western Sydney. He joined the University of Technology Sydney in 1995 and is now the manager of the UTS Business School Facilities Office, dealing with the physical operations of the Business School in its new home, the Dr Chau Chak Wing Building in Ultimo.

Craig Lord is an Organisational Psychologist with over ten years' experience in managing complex, large scale change management and business development projects within the tertiary education sector. He is currently the General Manager of the UTS Business School.

*In the final two months of 2014, 400 staff members of the University of Technology Business School relocated to their brand new accommodations – the Dr Chau Chak Wing Building, named after its major benefactor and designed by internationally celebrated architect Frank Gehry.*

*Inside, 11 occupied floors can accommodate more than 2000 staff and students in 216 offices, 265 workstations in open areas, 19 teaching spaces (including 3 computer labs), student group-work rooms, student lounges and study areas and staff collaborative spaces. The new building accommodates 5 Discipline Groups (or Schools), 4 major Research Centres and 4 Administrative/Support Units.*

*With over 12 months of preparation and two weekends of physical relocation, the process of moving the Business School into a structure that was still being completed, involved a cycle of negotiation and revision whilst dealing with an expanding Business School and the conflicting demands of a variety of stakeholders.*

*Whilst most TEMC presentations on new buildings, teaching spaces and the like, are from an architect's or*



University Executive's point of view, this presentation comes from a POV from within "the trenches" - by two of the Faculty's key staff; the Business School's General Manager, charged with overall responsibility for the planning and organisational aspects of the relocation, and the Facilities Manager charged making it happen. To make matters even more interesting, the Faculty underwent a comprehensive Change Management process impacting all administrative staff over the 12 month period leading up to the move. A non-conventional new building, a relocation of 400 staff from across multiple sites and a Faculty wide change program, present almost the perfect conditions for chaos. However, this presentation will provide details and insights into what turned out to be an incredible success story.

This presentation aims to give a practical, insightful and hopefully humorous account of the relocation process, touching on issues such as -placement of individual Schools and Units within the building or Not In My Backyard!; reduced storage provisions and the fallacy of the paperless office; University space policies and their impact on staff productivity; who's in and who's out of an office as the open plan environment arrives; the benefits of working with an external relocation/ logistics company; and the ultimate concern for most managers - staff engagement in the process. The results cover all aspects of risk management and the ongoing realities of working in a building that has also become a significant tourist destination.

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## Session 4

### How Well Are You Selling the Sustainability Achievements of Your University?

**Jeffrey Robinson**  
**Aurecon**

Jeff is Aurecon's Global Sustainable Buildings Leader. Jeff has worked as a consulting engineer for over 29 years working in London, Ireland and for the last 17 years in Melbourne.

He has been involved in the design of a wide variety of building types including offices, residential, industrial, academic and institutional buildings and has worked on projects in Australia, New Zealand Africa, the Middle East, Europe and America.

Jeff is a passionate advocate for the design and renovation of Environmentally Sustainable Buildings and has been involved in many of the cutting edge ESD buildings in Melbourne and overseas. Including the 6 star Green star University of Melbourne's Melbourne School of Design and the 5 Star Green star Advanced Manufacturing building for RMIT.

Jeff is an Accredited Green Star Professional, a LEED AP and NABERS Assessor and an IS AP and has considerable experience with the practical measures that can be

undertaken to substantially improve the energy, water, waste and indoor air quality performance of new and existing buildings.

Many Australian universities have made considerable progress in their variously stated goals to be recognised as sustainable universities. How well are these achievements being communicated to future students and staff who are evaluating the Sustainability Achievements and future targets for the different Universities which they are considering for future study and employment? What is the role of sustainability ranking tables and guides in comparing and communicating the sustainability achievements of different Universities in Australia and overseas? What is the role of sustainability awards to encourage universities to recognise those students and staff who are helping universities to continuously improve their sustainability performance in many ways including, sustainability research, sustainable buildings and campus operations and developing sustainable communities on their campuses and in the wider community?

This presentation will discuss some of the different sustainability ranking systems which are used in different parts of the world including the UI GreenMetric Ranking of World Universities, The People & Planet University League from the UK and The Princeton Review's Guide to 332 Green Colleges which profiles 330 institutions of higher education in the United States and two in Canada that demonstrate a strong commitment to sustainability in their academic offerings, campus infrastructure, activities, and career preparation. The presentation will discuss the different sustainability metrics which are reported by the above sustainability ranking systems and guides and it will pose the question as to whether Australia and New Zealand need our own sustainability ranking systems and guides and what the role of organisations TEMC, TEFMA the GBCA or another could be in running and auditing such a ranking system/ guide. This ranking system or guide would have a transparent assessment mythology and recognised metrics in contest to the somewhat arbitrary ranking list put together by the Australian Newspaper for their December 07, 2011 article on Australia's 10 greenest universities.

Finally the presentation will talk about the different sustainability awards which universities can enter for in Australia and overseas, including the TEFMA Awards, The International Sustainable Campus Network Awards, The Green Gown Awards, The Banksia Awards and other regionally based sustainability awards.



## Session 5

### The Introduction of Research Impact Library Advisory Service: A Case Study in Change Management at The University Of Melbourne

**Peta Humphreys**

**University of Melbourne**

Peta Humphreys is Science and Engineering Librarian at the University of Melbourne, responsible for managing a team of librarians who support the teaching and research activities of Faculty of Science and the Melbourne School of Engineering. She has worked in libraries and managed staff for 30 years, both in public and academic libraries, moving to the University of Melbourne in 2001. The library and information sector has been impacted hugely over that time by the developments in information technology, and leading and managing staff through change has been a constant theme in Peta's career. The research on which this paper is based was done as part of Master's Tertiary Education Management which Peta completed in 2014.

*Change management is the perennial issue in all types industries and organisations. It could be argued that the higher education sector has been confronted by more externally imposed change than any other, with government policies, ICTs, globalization and more all impacting directly and indirectly on how universities go about their business. A university is complex collection of both complimentary and contradictory faculties and administrative departments, which all contribute to achieving the strategic vision. But why is some change easier than others? What works and what doesn't? Why? This paper studies the theory of change management, applies it in a higher education setting, and uses the university library as a case study to suggest some approaches or strategies that are common to successful transitions. This paper presents the outcomes of a 2014 research project that investigated the implementation of change management strategies at the University of Melbourne Library in order to introduce a new service. These strategies significantly altered staff objectives, priorities, and culture.*

*In 2005, in response to several external and internal pressures, the University of Melbourne announced its Growing Esteem strategy. This identified 3 equal priorities for the university's activities:*

- Research
- Learning & teaching
- Knowledge transfer

*Like other administrative departments, the University Library aligned itself to the Growing Esteem strategy. The Library sees itself as making the greatest contribution to Growing Esteem in the area of research support and research training. In 2012 the University Library introduced a new service, the Research Impact Library Advisory Service. This service assists researchers to document and demonstrate the impact of their previous research, usually in the context of an application for a grant.*

*At first glance, it is not easy to understand the significance of the introduction of this new library service: it directly impacted on the work of around 45 liaison librarians, a very small proportion of a professional staff workforce of approximately 4,500 at one Australian university. However, as a case study for change management in higher education it is appropriate because this change was significant for several reasons:*

- *It was a completely new service*
- *It was a new skill set for liaison librarians: intensive training in 'bibliometrics' (a method of statistically measuring research impact by citation counts) was required.*
- *These specialised tasks were not identified in position descriptions*
- *It is an example of the university library evolving to comply with changes in academic librarianship, scholarship, technology and higher education.*

*The introduction of the new Research Impact Library Advisory Service is a change management success story. The library managers concurred that the following are all indicators of this success:*

- *Operationalising the service and the demand for the service. The managers were very pleased with the number of reports being requested and completed.*
- *Evolution of the service – RILAS commenced with a narrow scope but this has broadened since it commenced, and simultaneously librarians have expanded their skills and knowledge in bibliometrics and research impact.*
- *Cross-team support – this wasn't an objective, but all the library managers interviewed commented on the pleasing collaboration between previously detached library liaison teams.*

*Change management theories, methods, examples, abound in popular, professional and scholarly literature. A literature review was conducted as part of this research, and current change management theories and discourse will be briefly analysed and discussed in the paper. The primary research data for the project was collected in two different ways:*

- *Three current members of the senior library management team were interviewed .*
- *45 liaison and discipline librarians were asked to complete an online survey and 26 surveys were completed between 1st and 29th August 2014.*

*This paper presents research findings from reviewing and analysing the librarians' responses to the online survey, and the library managers interviews. It concludes that no one factor was responsible for the successful introduction of the new service. Having a change management strategy that encompasses a multi-step process, regardless of those steps, would not succeed without due attention being paid to the emotional issues that staff have, and neither would succeed without a vision that is communicated appropriately by the organisation's leadership. Similarly, a vision without a realistic and practical pathway forward, and without the support of critical stakeholders or 'influencers' would very quickly flounder and fade away.*



## Session 6

### X-factor UOW: Student Co-curricular Learning Experiences

**Alexandra McPaul**

**University of Wollongong**

Alexandra McPaul has had a diverse career, traversing design, recruitment, procurement, environmental sustainability and co-curricular learning. She has worked at the University of Wollongong for the last four and a half years. Over the past eighteen months, she has been the Project Manager for the university's Co-curricular Learning Opportunities & Recognition Project. Within this role she has consulted broadly with key internal stakeholders including executives, academic staff, program coordinators and students in addition to key graduate employers to develop UOWx. One of the highlights of her time at UOW was volunteering as the lead interior designer with the student initiative, Solar Decathlon. As a team the group designed and built the Illawarra Flame house and won the international solar-building competition in China.

*Co-curricular reward and recognition are increasingly becoming an essential part of student learning and engagement programs and have the potential to significantly add value to an institution's recruitment strategies and graduate employability portfolio. But any such program must balance a complex set of issues including equity, integration, quality assurance and funding. This paper describes the development of UOWx a new co-curricular reward and recognition program for University of Wollongong students. It outlines the consultative development process, the program principles and the program elements that have been designed to maximize student benefit while maintaining a lean administrative structure and budget.*

*Launched in 2015 UOWx enables students to explore new ideas and extend their learning experiences outside formal course work. It provides formal recognition for participation in a variety of university-based extra-curricular involvements. The Co-curricular program includes opportunities for mentor roles, student leaders, project team members, student representatives and volunteers. The vision for co-curricular learning at UOW is to engage students in challenging, transformative co-curricular experiences, which contribute to their success as outstanding graduates who are equipped to make significant contributions to society and their future workplaces. Transferrable skills such as collaboration, teamwork, and communication, which students further develop through their Co-curricular Learning experiences, contribute significantly to their employability and success beyond university.*

*All decision were made using the lenses of our design principles*

- *Simple: we wanted the initial solution to be able to be implemented in 2015.*

- *Equitable and Accessible: we want to ensure that students at our smaller, regional campuses can access opportunities and that all students will be able to have an equal opportunity to be recognised.*
- *Digitally enabled: we want to ensure this is supported by effective digital systems and we endeavour to deliver some of the symposiums online.*
- *Learning-focused: we want to promote informal learning to students through their involvement in these experiences.*

*University of Wollongong has chosen to implement a solution, which has two avenues for recognition. The first is UOWx Record, an official university document listing a student's verified involvement in approved co-curricular programs. The second is the UOWx Award, which requires a student to have participated in five roles (including three different types). A 'Role Eligibility Framework' was developed to determine which experiences would be recognised. Extensive consultation was undertaken throughout 2014 with staff, program coordinators, students and employers. Staff who coordinated co-curricular programs for students were required to complete an application form to demonstrate how they met the eligibility requirements. This was assessed and the Steering Committee decided upon the outcome. Fifty-five roles have been included to date. Work continues on the consultation around the Co-curricular Policy and development of the accompanying procedures. A symposium series is being developed to engage students in interactive, issue-based forums about topics outside of their discipline area. The intention is to draw upon external speakers and stretch students intellectually. Additionally, we continue to develop the governance to recognise community volunteering for our regional campus pilot. In Orientation Week 2015 we began to promote and market UOWx to new students. We had over 500 students register their interest online over the first week. Work on UOWx continues to progress. The presentation will include both the process thus far and the opportunities for the future development of UOWx.*



## Session 7

### Learning Designs to Accelerate and Deepen Learning: The Use of 3-D Immersive Visualisation

**Kylie Readman, Wendy Chalmers**

**University of the Sunshine Coast**

Kylie Readman is the Director of the Centre for Support and Advancement of Learning and Teaching at the University of the Sunshine Coast. Kylie is the co-leader of a recently awarded commissioned grant from the Office of Learning and Teaching (OLT) to investigate the student experience in regional universities. She has recently finalised an OLT extension grant, 'Professional Conversations for Academic Leadership' and is the USC lead for the OLT project, 'Advancing academic professionalisation: National Benchmarking of Graduate Certificates for Higher Education'. In 2013, Kylie became the Project Manager for USC's Visualisation and Blended Learning Project. The group was tasked, as part of the establishment of the EIF funded Engineering Learning Hub (ELH), to establish an iconic, state-of-the-art facility that provides for 3D immersive visualisation and collaboration to redefine learning and teaching.

*The University of the Sunshine Coast (USC) as part of the EIF funded Engineering Learning Hub (ELH) Project, has established an iconic, state-of-the-art suite of facilities that provides for 3D immersive visualisation and collaboration to enhance learning and teaching. A key driver for this project was to extend our capacity to offer our regional students world class, technology-rich and engaging learning experiences that accelerated and deepened their learning.*

*The initial brief to the Visualisation and Blended Learning (VBL) Project Team was to investigate and specify the best system solution for immersive and interactive visualisation. These facilities would provide opportunities for engaging student learning within the physical spaces identified as part of the architectural drawings for the building.*

*USC offers both Civil and Mechanical Engineering in programs accredited by Engineers Australia. There are threshold concepts (Meyer and Land, 2013) that are critical to understanding different facets of the Engineering curriculum. An example of such a threshold concept for students is their ability to conceptualise what 3D objects might look like when they are represented in 2D drawings and vice versa. As Engineering contains many concepts such as this that require highly developed spatial awareness and visual literacy, there are many opportunities for integrating pedagogies of immersive observation into the existing curriculum.*

*The curriculum challenges of this task were particularly acute in that the VBL team had to establish a unique learning design, pedagogical framework and curriculum approach that would be able to be applied by the Engineering academic staff as part of their course work requirements. This included the significant task of developing original, curriculum-relevant content for use*

*in the immersive visualisation facilities: 3-D, 2-D and touch enabled content that utilised a variety of software packages that the newly established development team had little experience in using at that time.*

*This presentation explains the processes that were undertaken to meet these challenges:*

- *The processes and frameworks utilised to establish business, user and functional specifications for the software solutions.*
- *The partnerships that were established between staff and students in the School of Science and Engineering, the Learning and Teaching Unit, Information Technology Services, Facilities Management, other universities, consultants and contractors to realise the vision.*
- *The research undertaken with students to understand their engagement and learning preferences.*
- *The establishment of an appropriate staffing complement to support content development, curriculum mapping and project scoping using an agile design process.*
- *The development and application of pedagogies for visual engagement and immersive observation.*
- *Professional learning and training requirements for staff to use the facilities once they were established.*

*The learning design orientation that was applied to all of these processes and the ability of the team to stay focused on the requirements for highly engaging student learning experiences was one amongst many lessons learnt through the establishment of the visualisation facilities at USC. It is the analysis and further exploration of this orientation that is the focus of this presentation.*

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## Session 1

### Differentiating Through Vision. New Health Training Facilities for a Second Generation University.

**David Leece**

#### *Billard Leece Partnership*

David Leece, Director of Billard Leece Partnership Architects, has 30 years' experience across major projects in all sectors. His skill in achieving innovative planning and design solutions is based on a hands on approach, actively engaging multiple stakeholders in the design process. David has successfully led projects including the Rural Health School projects for La Trobe University, the redevelopment of Melbourne's Grand Hyatt Hotel, the Albury Wodonga Health Regional Integrated Cancer Centre and the Royal Commission into Institutional Responses to Child Sexual Abuse fit out project. He is currently leading the Reid Building Adaptive Reuse Project for La Trobe University on the Bundoora campus along with justice projects for Court Services Victoria. An active conservationist, David expresses his passion for the landscape through painting and photography, and has undertaken numerous projects in remote areas working with indigenous participants.

*How do second generation (post 1960) universities compete in an unregulated environment?*

*The higher education sector is on the cusp of radical reform. Within the new knowledge economy universities find themselves in an increasingly competitive market. While the 'sandstone' universities have the advantage of their traditional 'ivory towers' and 'gothic cloisters' the second generation universities can compete and survive by promoting themselves as niche universities – but that requires an investment in innovative and creative thinking in order to develop a compelling, clear and distinct vision for the University.*

*The La Trobe University's Rural Health School is a case study in the realisation of a University and Faculty vision.*

*The Vision for a second generation University*

*The La Trobe Rural Health School (LRHS) was established in 2010 to drive the future of health education in Northern Victoria. The School integrates health education across multiple campuses, health agencies and has close relationships with Bendigo Health, Echuca Health, TAFEs and Monash University.*

*The LRHS project vision was to enable significant growth in their School, with the creation of up to 750 additional student places being offered, resulting in*

*an extra 200 graduates each year, providing crucial healthcare cover across rural Victoria.*

*The LRHS aimed to stem the shortage of health professionals in rural areas by revolutionising the way healthcare education is delivered. The strategic plans purpose was also to enhance the economic, social and cultural fabric of rural and remote communities.*

*The investment was designed to introduce an innovative and original model for health professional education and research for Northern Victoria with sustainable and long term benefits for the wider community through attracting and retaining students, health workers and their families.*

*The LRHS Vision*

*The LRHS project was a program of some 9 buildings across 6 regional locations in Victoria.*

*The programmed works included the delivery of; a new Health Sciences teaching facility at the University's Bendigo campus, a new Clinical Teaching facility at the Bendigo Hospital campus, ten new dental chairs at the Bendigo Hospital campus, a new 200 bed student residential accommodation facility at the University's Bendigo campus, a new 28 bed student residential accommodation facility at the University's Wodonga campus and a further 58 beds accommodated in house and land packages or lease agreement in 4 other regional locations. The final project being a new Dining Hall for 200 residential students at the University's Bendigo Campus.*

*Significant project partners were Bendigo Health and Monash University's Rural Health School. The project was funded by the Australian Government (through the Education Investment Fund), La Trobe University and the Victorian Government.*

*Vision realised through delivery and procurement*

*The suite of buildings was awarded as one overall project to a single consultant team as means of keeping the vision intact.*

*The functional brief was a separate component and separately awarded. The intention was part of the high level vision which was to have upfront stakeholder engagement, an outward looking brief and process to ensure that the facility would suit end users and most importantly ensuring that the brief was whole-of-experience student-focused (considering both the residential and teaching facilities).*

*The University engineered a collaborative and integrated process from the top down that was established at the outset of the project. This necessitated deviation from the usual University delivery and procurement processes, such as the one*



stop Project Control Group formed for all reporting and sign-offs and which included the key faculty stakeholders.

9 buildings, 6 sites. The method of procurement became bespoke and required some creative thinking to achieve cost effective solutions. Procurement methods ranged from leasing agreements, through traditional lump sum and novation to design and construct.

#### The Architectural Vision

The LRHS projects provided a significant opportunity for La Trobe University to re-position and re-fresh their brand. A brand aligned with a contemporary and world class campus that is outward looking, connected and activated.

Part of the success of the project was that the architectural response and process was championed. Rural, regional and remote campuses were to have the same standard and quality of building stock that was given to the flagship campus.

All projects are now complete and the Latrobe Rural Health school has successfully achieved its goal of attracting students through an innovative model of health education delivery and a suite of purpose designed projects to position itself as a niche offering in an ever competitive market.

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## Session 2

### Contested Strategic Planning Landscapes: Reflections from the Professoriate and the Executive

**Therese (Tess) Howes**  
**Sydney University**

Tess Howes is an educational strategist and higher education manager with years of experience as a professional member of staff at three Australian universities.

Tess spent the last six years investigating leadership and strategic planning in the Australian university sector as part of a Doctor of Education program at Sydney University. She extended her sabbatical to present and publish the study findings, and establish a professional life history writing service as she is passionate about supporting historical self-expression through the writing and publication of individual life/family histories.

Tess has a range of research interests in leadership, strategic planning, strategy development, management, the history of the Australian university sector, particularly the impacts of the Dawkins Reforms, as well as turn of the century Australian feminist self-expression. She has excellent time management skills and managed to raise a large, boisterous family while working full-time and studying part-time for the last twenty years.

This paper will present one of the findings of a research study investigating leadership and strategic planning in Australian universities.

Australia's 39 universities are large educational organisations operating in a competitive, global environment. They are also complex, socio-political-educational institutions with many internal cultures and conflicts, compelled to continually adjust to Commonwealth Government funding cuts and new policy directives.

Strategic planning was introduced to Australian universities as part of the structural reforms implemented by the Commonwealth Minister for Employment, Education and Training, the Hon J S Dawkins MP in 1988. The 'Dawkins Reforms' dismantled the binary system of higher education establishing the Unified National System that is still in place today.

Strategic planning, performance management and review were emphasised by Dawkins as appropriate management mechanisms to deliver efficiencies and increase institutional performance in areas of national importance. However, while Dawkins stated that the specific details of the strategic planning process was a "matter for institutions to decide and implement", a comprehensive list of the elements that a strategic plan was expected to include was provided to ensure consistency throughout the sector (1987).

Maslen and Slattery (1994) conducted a review of the Australian university system five years after the Dawkins Reforms were enacted, concluding that Australian universities were deeply troubled institutions. Another Australian academic declared that the "university system has so many problems that it is no exaggeration to describe the situation as a crisis ..." (Lowe, 1994).

A comprehensive alternate view is offered by Professor Coaldrake, Vice-Chancellor of QUT, and Dr Stedman (2013). The Vice-Chancellor of Sydney University, Dr Spence, summarises the situation as follows: "...There are two stereotypes of Australian vice-chancellor, the managerial bastard and the academic's academic ..." (2012). A former Vice-Chancellor of Oxford University, Sir Colin Lucas, declared that the "future lies in 'very smart planning, highly skilled choice making and determining a single focus'" (cited Bosetti, Walker, 2010).

However, as the participants in this study reveal, there is a wide range of opinion concerning what constitutes good strategic planning and effective strategic leadership in Australian universities.

Strategy is about establishing priorities; it is about making decisions, often very difficult decisions. Therefore, Australian university executives must frequently take actions that will be unpopular with parts of their constituency, placing them in a challenging leadership position. One of the key tasks for individuals leading strategic planning is to establish a shared vision to guide the planning process that is



*aligned to the core values of the organisation. If the core organisational values are not shared by all the stakeholders, for example, in the case of universities, the professoriate and the university executive are not thinking or planning as one, then it will be very difficult, if not impossible, to develop a shared vision and conduct an effective strategic planning process.*

*The study findings demonstrate that as strategic planning was implemented in Australian universities in the post-Dawkins era, institutional leadership was gradually but progressively wrested from the professoriate, and in its place, strong, central, authoritative leadership held by Vice-Chancellors and their senior executive was installed.*

*The collection of case studies reveal that the participants with executive leadership responsibility reflect positively on their strategic leadership and planning experiences, while the other study participants, all members of the professoriate, are more critical. The data are presented in three clusters: the Participant Observers, who were not actively engaged in strategic planning at the executive level for different reasons; the Academic Leaders, who were actively engaged in strategic planning at their respective universities at the second tier executive level; and the Vice-Chancellors, who held significant strategic planning and leadership responsibilities throughout their careers.*

*Some study participants were philosophically aligned with Dawkins' strategic planning model and enthusiastically transformed their employer universities into modern, 'entrepreneurial' universities. Other participants developed a hybrid strategic planning model that encompassed both academic and managerial values. The participants who held the view that university leadership should be primarily academic and collegial, were forced to make a choice to become involved and try to shape the process so that it engaged the academic community, or stand aside and let the process unfold without their involvement or input.*

*The findings of this study suggest that university executives should engage the professoriate to review, revise and develop new ways of leading strategic planning that rely less on a centrally driven, directional, rational-technical approach that will excite and inspire academic communities throughout Australia.*

## Session 3

### Using Big Data to Optimise Tertiary Education Facility Operations

**Cara Ryan**

**Schneider Electric**

Cara Ryan is General Manager Client Services, Australia, for the EcoBuildings Division of Schneider Electric. She has been with the company for 6 years. With 15 years' experience in the Building Efficiency industry Cara has led the development of service delivery utilising digital and analytics technology to help customers visualise, analyse and optimise their building performance.

Prior to her work with Schneider Electric, Cara has worked in facilities management and project management; in retail, healthcare, commercial buildings and public infrastructure. This experience has led to a perspective on both the challenges faced by building owners and operators, and how emerging technology can be used to address specific facility requirements. Her recent work is focussed on providing solutions that present customers with actionable information so they can work smarter, not harder. Cara holds an Honours degree in Engineering from Monash University.

*In the complex, fast changing Tertiary Education environment, cost effective cloud based storage and processing power provide increasing opportunities for Facility Managers to leverage the big data generated by today's Building Management Systems. Big data analytics utilising automated Fault Detection and Diagnostic (aFDD) software offers a genuine opportunity to optimise building performance and change the way building information is managed and decisions are made.*

*Today's Education Facility Managers face many challenges, including prioritising maintenance, repairs and capital work in a portfolio of buildings that vary in age, technology and usage patterns. These factors not only make it difficult to operate a campus efficiently but also make it difficult to assess the impact of maintenance and capital improvement spend. Whilst Tertiary Education providers have invested significantly in new construction to meet changing education needs, it is still the case that 75% of the buildings that we will occupy and operate in 2050 have already been built today. This means Facility Managers must create greater efficiencies in existing facilities to minimise energy consumption and maximise performance, set against a backdrop of changing education delivery methods and requirements.*

*There's no question that buildings are getting smarter, but reducing budgets force Tertiary Education Facility Managers to manage sophisticated building systems with fewer resources. Facility Managers also face the challenge of an immediate and continuous decline in existing equipment performance. Components break or fall out of calibration, and general wear and tear often leads to a rapid decline in a building's operational efficiency. Changes in building use and*



occupancy can contribute to indoor air-quality problems, uncomfortable environments, and higher overall energy costs. These changes begin immediately after construction is complete.

In the past, Facility Managers have undertaken recommissioning projects to fine-tune their buildings, in order to bring the facility back to its best possible operating level. But recommissioning is often done as a reactive measure, and traditional maintenance may not identify all areas of energy waste. Operational inefficiencies that are not obvious, or do not result in discomfort, may go undetected.

Undiagnosed problems such as unnecessary equipment operation, suboptimal strategies, faulty equipment or poorly tuned loops result in energy wastage and comfort issues. Using aFDD software to collect and analyse large volumes of building data, Facility Managers are presented with prioritised, actionable information to target underlying problems, and opportunities for savings. This emerging technology allows Facility Managers to proactively identify operational problems such as equipment that needs to be repaired or replaced before critical failure.

Tools like energy dashboards let Facility Managers view a buildings performance metrics, manually spot trends, and gather insights. Dashboards can also generate reports and provide data for public kiosks that share information about buildings performance. They can be useful in understanding building behaviour, but the data can be complex and challenging to understand and use. In fact, even if building staff have the time and skills to review and understand the data, dashboards only tell part of the story about how a building is performing. Facility managers can identify where inefficiencies exist but usually not why, which requires additional troubleshooting and investigation. Dashboards tell you where your energy is going, but don't reduce your consumption – this requires further considerable effort.

By better harnessing and analysing building data, Facility Managers can better realise the full return on their investment by saving energy, improving conditions and reducing maintenance issues. Emerging technologies such as big data analytics take this next step. Data analytics help to understand not only how a building is operating and where there may be inefficiencies, but why. The “why” emerges through a comprehensive view including snapshots of current operations, outlines of energy trending, alerts through the application of rules and algorithms, detailed diagnostic reports and more. Through proactively identifying operational problems that would not otherwise be detected, data analytics helps building managers gain a deeper understanding of the “why,” which in turn leads to more permanent and effective solutions. AFDD findings and documentation can also be used for measurement and verification (M&V) to meet building certifications.

Ultimately, big data analytics allow Tertiary Education Facility Managers to reach and maintain a higher level of building intelligence and performance by providing a baseline, and prioritised actions to improve performance, dealing with the most impactful issues first. Given the diverse use and type of buildings on most Tertiary Education campuses, these emerging tools give Facility Managers actionable information, allowing them to maximise the impact of both their time and the Facility Management budget.

## Session 4

### International Collaborations with AUT's School of Computer and Mathematical Sciences: Achievements and Challenges

**Dr Frances Billot, Ann Wu-Ross**

**Auckland University of Technology**

Dr Frances Billot is the School Registrar for the School of Computer and Mathematical Sciences. She is a member of the management team for the School and been closely involved with the international programme run from the School. She has over 20 years experience in tertiary administration in New Zealand, first at the University of Auckland, then the PTE sector and now at The Auckland University of Technology.

Ann Wu-Ross is the Coordinator of Collaborative Provision at the School of Computer and Mathematical Sciences Faculty of Design and Creative at AUT University. Ann is a member of ATEM and New Zealand Society of Translators and Interpreters. Ann was a qualified and experienced teacher in China prior living in New Zealand. She has a Bachelor of Computer Systems and recently completed her Master's in Education; her master's thesis looked at the experiences of learning and teaching in an offshore programme in Vietnam. Ann's research interest is in the field of international education, in particular, learning and teaching in an inter-cultural context, teaching an offshore academic programme, research collaboration and international education policies.

*This paper provides an overview of the achievements and challenges from the administrative perspective of the International Collaborative Programme that is run through AUT's School of Computer and Mathematical Sciences (SCMS). This programme is in accord with the New Zealand Government's Export Education Strategy for international education that aims to double the economic value of international education to New Zealand, as well as AUT's Strategic Plan 2012-2016 that states a commitment to strengthen international relationships and collaborations in order to have a global impact with communities, industry, businesses and the professions, through the creation and exchange of knowledge and in the application of learning and research. SCMS has a number of formal arrangements with overseas universities for delivery of its undergraduate and postgraduate programmes,*



the most successful being the undergraduate degree, the Bachelor of Computer and Information Sciences. The first collaborative programme began in 2009 with HCMU based in Ho Chi Minh City, Vietnam, and now has 90 graduands. A collaborative programme running in China now has, in round terms, 274 currently enrolled students. Both of these programmes require combined delivery of on-site teaching as well as distance learning.

There are many achievements now that the programme has matured: the graduands in Vietnam have established an active alumni club; the Auckland-based staff who travel to China and Vietnam as well as the staff in the off-shore institution have gained a greater cross-cultural awareness and a deeper understanding of various teaching and learning strategies. The students have the advantage of gaining an NZ and internationally recognized qualification taught in English without the additional costs of travel and accommodation; this is important to many Vietnamese students who are also working to finance their studies. In terms of administrative support to lecturers and students, AUT makes teaching and learning resources available through its dedicated online system, Blackboard™.

There have been a number of challenges. One has been ensuring fast and easy access to AUT's on-line system and negotiating the various firewalls. The difference time-zones has meant that the overseas students and staff want to access the system when AUT's IT support want to run upgrades or system maintenance because most NZ student and staff have finished for the day. Other challenges include aligning the admission and enrolment processing of these students with the University's standard practices. Ensuring that the students meet and maintain the required level of English has been another challenge that the overseas institutions address in different ways.

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## Session 5

### Examining the UK University Model in a Deregulated Environment

Conal Newland, Martin Hadland

**JLL**

Conal Newland is a National Director in the Student Accommodation Services team covering Australasia and brings 10 years sector experience advising both universities and private sector clients. He has extensive experience in valuation and advisory and the acquisition, development, refurbishment, operation, maintenance and disposal of student accommodation.

He relocated to Australia at the start of 2013 after having worked in the UK since 2004. His UK experience includes acting on behalf of over 20 top universities on a wide range of valuation and advisory engagements and having completed sales and procurement

transactions totalling over 10,000 bedrooms.

He recently acted on behalf of Transfield Group on the sale of RMIT Village in Melbourne, the first large-scale operational student accommodation property offered to the market in Australia. The sale completed in February 2014 for \$60 million.

He is currently acting on behalf of a number of universities, developers and investors, with both existing operations and groups looking to enter the Australasian market.

Martin Hadland currently works in JLL's Student Accommodation team in London, specialising in property advice to the Higher Education sector, student accommodation strategies and transactions.

Prior to his current role, Martin spent 15 years as Director of Estates for three London universities.

*The university landscape is on the precipice of change. With uncertainties in the Federal Government, it's possible that the university deregulation measures, advocated by federal Education Minister Christopher Pyne could come into effect by the end of the year.*

*So how will a deregulated environment impact on campus capital planning, investment and divestment? The potential for deregulation puts pressure on Universities to reconsider its entire business case.*

*In this session, Martin Hadland, a Director from our student housing team based in London, with 15 years' experience as Director of Estates at three London Universities, will consider the evolution of the student housing PPP sector over the last decade, contextualised against significant deregulation in the UK Higher Education sector.*

*The presentation will:*

- Reflect on the reasons why the Universities have entered into these partnerships
- Outline the main characteristics of these deals
- Examine the current funding solutions
- Summarise the changes to the UK University environment over the last 15yrs and any current cutting edge issues
- Review relevant UK case studies
- Look at the evolution of student experience
- Conclude with some procurement tips for partnerships

*In addition, our National Director of Student Accommodation Services in Australia will translate the UK experience to the Australian environment and discuss how our universities can leverage the learnings to succeed.*



## Session 6

### Student Early Experience of Using ePortfolios

Christine Slade

University of the Sunshine Coast

Christine is currently Academic Developer (ePortfolios) at the University of the Sunshine Coast and is responsible for the university-wide implementation of ePortfolios using the PebblePad software platform. She is also project coordinator of the OLT-funded Extension Grant, Advancing Academic Professionalisation led by QUT (2014-15) and was project manager of the OLT-funded Innovation & Development Grant, Experiential Learning in Planning Education research project (2012-2014). As a tertiary educator and researcher Christine is interested in innovative pedagogies, application of assessment principles, experiential learning, digital literacy and academic practice.

*A major objective of the ePortfolio Implementation Research Project at the University of the Sunshine Coast is to explore the in-situ expectations and experience of students as they start using ePortfolios in their program curriculum. This two-year implementation process follows an ePortfolio Early Adopters Phase in 2013 in which two programs embedded ePortfolios into their curriculum and the initial ePortfolio Feasibility Study which found strong support for ePortfolio introduction particularly in 'professional' degree programs. The pedagogical value of ePortfolios includes reflective practice, assessment and feedback opportunities, evidence of competencies, experiential and work-integrated learning, and evidence for graduate attributes. Professional reasons include enhanced employability, evidence of competencies and as a tool for graduates to provide evidence for ongoing accreditation.*

Research areas of interest in the project include:

- The lived experience of using an ePortfolio
- Potential enhancement of student learning and engagement through use of an ePortfolio;
- Staff and student perceptions
- Barriers and enablers of ePortfolio implementation
- The lived experience of using an ePortfolio
- The impact of ePortfolio activities
- Understanding the role of ePortfolios in graduate employability

*This presentation and paper provides insights into the early perceptions of students in using ePortfolios as part of their learning journey and supports greater understanding for the ongoing implementation process. Using a pre-use and post-use survey was a suitable data collection tool due to the size of the sample, resources available and timeframe constraints. The surveys included a mix of quantitative and qualitative questions that allowed for increased insight into individual respondents' experience. As new programs began implementation, the ePortfolio staff from the Learning & Teaching unit surveyed the students. Students from twelve programs, ranging from*

*tertiary preparation courses to postgraduate programs, were surveyed from 2013-2014. The dominant cohort was first year undergraduate students, followed by final year undergraduates. At the beginning the survey was only in hardcopy with ePortfolio staff administering the survey during class time, however, in 2014 the survey template was transferred online using Survey Monkey with an announcement (and corresponding email) containing the url link to the survey for students placed within Blackboard, the university's Learning Management System. Then, where possible the ePortfolio staff still administered the survey within class time with the majority of students using their mobile devices to access the link. The Survey Monkey tool provided initial quantitative analysis and NVivo software used for the analysis of qualitative responses.*

*There were 592 pre-use survey responses. The survey initially asked students demographic questions i.e. age group, gender and program level and delivery mode. The majority of respondents were first year undergraduate students aged 18-22yrs. Female students predominated across all responses. Most programs are delivered face-to-face or with a mixture of face-to-face and online. The students considered themselves as early adopters and active computer users followed by late adopters but still willing users. Very few participants were reluctant users. Generally, students were 'positive' about the prospect of using an ePortfolio, followed by 'neutral' and then 'enthusiastic' anticipating frequency of use as once a week or twice a week. The highest ranked responses to the survey question about participants' understanding of an ePortfolio were: 'It is an electronic tool for self-assessment, a place I can record my experiences during my course' and 'It is a place for me to reflect upon my learning journey – where I have come from and where I'm going – it's about the process of learning'. Expected purposes included reflective practice, followed by assessment. Continuing professional development ranked highly in some of the professional degree programs. Students in capstone and postgraduate courses tended to choose multiple answers beside assessment. Five qualitative questions completed the survey focused on barriers and enablers to ePortfolio use, the role of ePortfolios in achieving course learning outcomes, accreditation, continuing professional development and employability, and finally the envisaged need for support.*

*These pre-use surveys will be matched where possible with the post-use surveys from the same student cohorts. Matching with a code at the beginning of both survey types, enables students to repeat the same details without identification, but with a minimal chance of duplication with another student. Although the number of post-use surveys will be less than the pre-use due to a number of external factors, this matching process allows the researchers to gain a deeper understanding of student ePortfolio experience over time and whether early perceptions are met.*



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## Session 7

### Collaborating to Solve Wicked Problems. Are we Willing?

**Carol Harding, Heather Davis**

***Australian Innovation Research Centre, LH Martin Institute***

Carol Harding is Deputy Director of the Australian Innovation Research Centre at the University of Tasmania and has worked in the sector for 15 years. Her interests are in workplace innovation (with a particular focus on the tertiary education and public sectors), creative thinking and design thinking. She is the Chair of the judging panel for the ATEM/Campus Review Best Practices Award: Excellence in Innovation and runs innovation and creative thinking workshops nationally and internationally.

Heather Davis has been the Program Director-Awards at the LH Martin Institute for Tertiary Education Leadership and Management since July 2012. She holds a BBus (RMIT), Master of Professional Education and Training (Deakin) and PhD (School of Management RMIT). Heather's background is in research management, knowledge work, adult education, librarianship and professional development. Her research interests include university leadership and management, collective leadership, qualitative inquiry, social complexity theories and e-learning. Heather teaches in the Institute's Master of Tertiary Education Management and Graduate Certificate programs. She is also Program Manager for the Emerging Leaders and Managers Program (eLAMP).

*Public sectors around the world are transforming their cultures, their organisational structures and the way they deliver services by integrating innovation and design thinking into their processes. What can the tertiary education sector learn from these developments? Traditional problem solving approaches don't work with the sorts of challenging, complex and wicked problems that governments (and universities) are increasingly facing. Policy needs to be more fluid and adaptable in this environment and our workforces need to learn new skills and new ways of thinking. One emerging trend is the development of design/innovation labs to trial new approaches to complex policy issues and program delivery. This presentation will share (a) the results from the OECD conference held in Paris last year on 'Innovating the public sector' attended by 400 representatives from all over the world and (b) case studies on a range of design/innovation labs. In order to gain the benefits that the public sector is reaping from these design/innovation labs tertiary education institutions would need to collaborate. Are we willing/able to do so....?*



## Session 1

### Our Journey to Asset Management Excellence Liz Topolcsanyi, David Francis *Programmed Facility Management*

Liz Topolcsanyi is a mechanical engineer and is a senior member of the Advisory team at Programmed FM specialising in maintenance, reliability and CMMS implementation and support. She brings more than ten years of experience in facilities management, and has worked for a variety of industries in this capacity including, FMCG, dairy, ammunitions, and heavy vehicle manufacture. Liz is currently leading the implementation of and accreditation against ISO55001 for Programmed FM.

*Facilities are complex. They consist of building fabric, internal fittings, service assets, external assets all of which provide functionality and allow utilisation of the facility. All of these systems have different design lives, operational methods and maintenance requirements and yet they are expected to provide a consistent and reliable service both individually, and as a whole facility, from their inception through to the end of their life.*

*To achieve this, facility management stakeholders need to optimise resources, understand their assets and respond effectively to asset failures, deal with ageing assets and renewal issues, and understand how technology advancement can provide solutions for asset management.*

*Programmed Facility Management has taken a future thinking, lead by example approach and is embarking on our own journey to asset management excellence including the implementation of the game changing ISO 55000 asset management standards. In this presentation, we will share with you the lessons learnt, the challenges, and some key successes of our journey to get firstly our own house in order and achieve certification, and our plans to move beyond the standard towards asset management excellence.*

*In addition, we will also share a couple of case studies of implementing the principles of ISO55001 on live operational contracts including at the University of Wollongong.*

## Session 2

### Going Global: Leading Locally, Leveraging Serendipity and Snowballing. Carroll Graham *University of Technology Sydney*

Carroll Graham has nearly two decades of experience in higher education management and is the Association Secretary for the Association of Tertiary Education Management. Carroll has worked in four different universities in NSW across a range of student services, faculty and research institute management. In 2013, Carroll completed her doctorate investigating how professional staff contribute to student outcomes. Based at the University of Technology Sydney, Carroll now provides consulting services to higher education, as well as continuing her research into the work of professional staff. Over the last 5 years, Carroll has extended her network internationally, primarily with UK higher education administrators and managers.

*In 2014 I was awarded the \$7,500 ATEM Ian Chubb Career Development Grant. This prestigious award is named for Ian Chubb AC, the third Patron of ATEM, former Vice-Chancellor of Flinders University and the Australian National University, and currently Australia's Chief Scientist. The purpose of this grant is to provide a unique opportunity for members to undertake an intensive period of professional development. Recipients are typically at the stage of their career where the grant enables them to enhance their career development and their professional standing. Furthermore, it is expected that grant recipients will align their development program with ATEM's Capability Statement and impart their learning to members through contributing to the Association and its strategic directions.*

*My presentation responds to the latter requirement: imparting my learning to ATEM members. Building on my local leadership, the Ian Chubb Career Development Grant gave me the opportunity to 'go global', by supporting my research project at the University of Chester in the UK. This research applied the innovative framework and methodology that I had developed for my doctoral case study in Australia, the investigation of contributions of professional staff to student outcomes, to this UK context. This research project entailed travelling to the UK to conduct interviews during April-May 2015, which led to serendipitous snowballing of opportunities.*

*In my presentation, I will focus on the learnings gained, the opportunities made, and the connections forged, through this project and my broader involvement with ATEM and our UK partner organisation, the AUA*



(Association of University Administrators). Learnings include my journey through the grant process, experiences in the UK, and developing contacts with professional staff in the UK. By making the most of serendipitous snowballing — that is, one happy coincidence leading to another — I was invited to keynote at the University College London (UCL) Teaching Administrator Network, where I made new contacts with other UK professional staff. This grant provided me with so many amazing opportunities; will you consider applying in the next round?

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## Session 3

### Learning Space Forecast: Spatial Impact of the 2015 Horizon Report

**Jo Dane, Sarah Ball**

**Woods Bagot**

Jo Dane is a designer, educator and researcher with a passion for educational transformation enabled through research-based design practice. She has been researching education theory and learning environments for over twelve years, with a particular interest in developing new space typologies for effective learning in higher education. As an academic and designer, Jo demonstrates an understanding of teaching and learning behaviours that integrally informs the design process.

Jo works as an educational planner with global architectural firm, Woods Bagot, focusing exclusively on education projects. Consulting activities include master planning, education accommodation scheduling, designing new generation learning spaces, libraries and student hubs, post occupancy evaluations, and academic workshops. Jo also follows educational trends forecast for the future and considers how their implementation will impact on the design of physical and digital campus environments.

Sarah Ball leads Woods Bagots Education and Science Sector for the Australian region. Her passion and leadership across Australia and beyond is exemplified by an extensive architectural and interior design portfolio of successful and innovative projects, many of which having been acknowledged with education and design industry awards. With broad experience across a range of educational environments, Sarah has amassed significant knowledge of pedagogy, next generation learning spaces, technology and academic workplace, underpinned by her commitment to research.

Her core strength lies in the development of symbiotic relationships with clients and the management of complex projects, often with multiple stakeholders. She embraces the opportunity to actively engage clients in the design and planning journey, resulting in an authentic collaborative process that achieves innovative and bespoke solutions.

The NMC Horizon Report is the product of an annual collaboration between the New Media Consortium and the EDUCAUSE Learning Initiative. Since its first edition in 2004, the Horizon Report has evolved to become one of the most keenly read publications predicting key higher education trends and technologies that are likely to impact upon teaching and learning in higher education institutions around the world. The 2015 Report continues to paint a picture of immense change in higher education over the next five years, with significant spatial implications related to many of the forecast trends and technologies.

The predictions are based upon a collaborative discourse that occurs among educators and technology experts around the world, resulting in an informed expectation of disruptions and changes anticipated to affect the sector. This year's panel consisted of fifty six global contributors, including three Australian representatives.

The Horizon Report is structured into three main sections: Trends, Technologies & Challenges. Trends and Technologies are broken down into adoption timelines of 1-2 years, 3-4 years or 5+ years. Challenges are categorised as Solvable, Difficult and Wicked. The panel of contributors refine each section to include only two forecasts in each sub-category.

In the past the Horizon Report has predicted many familiar educational trends well ahead of adoption, from ubiquitous mobile technologies, tablet computing, MOOCs and 3D printing. Over the years this report has demonstrated a reliable predictor of trends and challenges that can inform educational policy development, teaching and learning experiences and infrastructure planning. Of particular to interest to xxx [name removed] are the space implications embedded within these trends as they become realised on campus.

Many of the trends and technologies discussed in the 2015 Report have implications for the physical design of facilities and potentially the campus in general. In this presentation we will summarise each sub-category and expand upon the forecast to identify the spatial implications and its significance in terms of infrastructure planning & design. For example, there is a strong conviction within the Report that points to the redesign of learning spaces as well as a spectrum of new space typologies including Flipped Classrooms, Makerspaces and Entrepreneurial spaces.

Changing educational processes such as increased access to Open Educational Resources, Cross-Institutional Collaboration and even the Internet-of-Things, may not have an obvious immediate impact on physical infrastructure. However in the long term these concepts have the potential to demand agile spaces that can adapt to emerging technologies and ultimately enhance the learning experience.



The current and future generation of students do not want Industrial Age learning experiences anymore. Preparing students for the future necessitates that they engage in 21st Century learning experiences conducted within 21st Century physical and online learning spaces. This presentation will offer suggestions as to how universities can plan spaces, buildings and the campus environment to enable the uptake of Trends, Technologies and Challenges predicted in the 2015 NMC Horizon Report.

How prepared is your university for the #campusofthefuture?

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## Session 4

### **Giving Credit Where Credit Is Due: Managing AQF Compliant Credit Assessment Processes Across Global Locations**

**Gerard Shanahan, Suzanne Parker**  
**RMIT University**

Mr Gerard Shanahan, Director, Planning and Resources, College of Business, RMIT University.

In his current role at RMIT University in Melbourne Gerard is responsible for the planning, shared services and academic services functions in a College comprising 6 academic schools and enrolling 32,000 students across 5 countries. Gerard was previously Faculty Manager in the Faculty of Law at Monash University, and held a number of positions at Swinburne University of Technology including Faculty Manager in the Faculty of Business and Enterprise.

Ms Suzanne Parker, Senior Manager Academic Services, College of Business, RMIT University.

Suzanne has worked in Higher Education since 1990 across 4 very different institutions: Swinburne University of Technology, Monash University, the University of Melbourne and RMIT, mainly within the discipline areas of Business and Law. Her current role encompasses responsibility for the delivery of high quality academic services across all programs, modes and locations for a very large and complex College of Business.

*The task of managing credit assessment in today's university is increasingly impacted by a broad array of considerations, including educational quality, national and international regulatory frameworks, institutional policy and market expectations.*

*Within this complex environment the College of Business at RMIT delivers coursework programs across AQF levels 4 to 9 (Certificate IV to Masters) to 32,000 students in five countries. Students come to RMIT Business programs because of our strong commitment to lifelong learning and to developing and supporting educational pathways to higher learning. Many applicants come to study business at RMIT because of our capacity and willingness to recognise and capitalize on their prior learning and grant credit for*

*prior educational programs.*

*Central to the approach of the College of Business to the application of credit is the Australian Qualifications Framework (AQF) definition of credit transfer, which states that it is 'a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications' (AQF, Credit Transfer: An Explanation, <http://www.aqf.edu.au/wp-content/uploads/2013/06/Credit-Transfer-Explanation.pdf>).*

*The College of Business offers its programs in a highly competitive, global environment across multiple educational jurisdictions with their own requirements, and to increasingly time sensitive applicants. The capacity of the College to assess credit transfer applications and respond promptly to applicants is a critical success factor. Within this environment the College has spent, and is spending considerable effort to streamline, regularize and assure credit assessment and credit transfer process, precedents, applications and systems.*

*In this presentation, the College of Business will share its approach to managing credit assessment, share its understanding of the task in the context of global university, and talk about the building blocks that assist it to succeed.*

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## Session 5

### **What Do Academics Think of Professional Staff and What Should We Do About It?**

**Stephen Gray**  
**University of New South Wales**

Stephen Gray is the Centre Manager of the Australian Research Council Centre of Excellence for Climate System Science (ARCCSS). ARCCSS is a multi-institutional research centre that spans five Australian universities and a suite of national and international partner organisations. Stephen is based at the Centre's lead node, UNSW. Stephen has held the role of Centre Manager since the Centre's inception in 2011.

Prior to this role, Stephen worked since 2006 in a number of administrative and executive support roles at UNSW with a focus on research administration and management.

Stephen is an Associate Fellow of the Association of Tertiary Education Management.

In 2014 Stephen graduated with a Master of Tertiary Education Management from the University of Melbourne's LH Martin Institute. His particular area of interest is in the day to day working relationships between academic and university professional staff.

*Professional staff comprise just over half of the workforce of Australian universities. This study, conducted as part of the LH Martin Institute's Master of Tertiary Education*



Management program, investigated the attitudes of a sample of academics towards professional staff; both to staff at the local, departmental level and to those in centralised or shared services units.

Academics from five universities were surveyed and interviewed to collect data to begin to answer the question "what do academics think of professional staff?" Are professional staff seen as allies or quite the opposite? Is there a difference in views of locally situated professional staff versus those in central units? Is the relationship healthy or is it on the brink of divorce?

From the literature on professional staff five themes emerged that are historically representative of the relationship between academics and professional staff. Those themes, which are elucidated in the presentation, are: the professional other; managerialism; an expensive bureaucracy; complementary agendas; and the third space and beyond.

The findings of the surveys and interviews based on a framework of the preceding five themes will be presented along with a discussion of what the findings mean in practice for the academic and professional staff working relationship.

The session will conclude with an opportunity for discussion and reflection among members of the audience based on their own experiences of the professional/academic working relationship.

The aim of the session is for attendees to gain a greater depth of understanding of the complementarities (and tensions) between the work of professional and academic staff. More importantly, this understanding should help tertiary education professionals to consider ways that the skills of both staff cohorts can come together to progress the strategic ambitions of their departments or institutions.

## Session 6

### The SSAF at UON: Challenges, Change, and Innovation

**Trevor Gerdson**

**University of New South Wales**

Trevor Gerdson is Director Regional Campuses at the University of Newcastle, where he has held various senior management positions since 1998, including Director Infrastructure and Acting DVC (Services).

He previously worked in the Victorian schools and VET sectors, first as a teacher and then in a range of management roles, including as project director for national training reform and industry projects in the 1990s.

He has particular expertise in intellectual property and copyright issues in education and has authored many articles and two books on the subject.

At UON, he is responsible amongst other things, for management of the Student Services and Amenities Fee (the 'SSAF') university-wide at UON, with all that it entails in terms of governance, student consultation and engagement with the student associations and the determination of priorities for services and capital works under the SSAF.

*The introduction of the SSAF in 2011 provided a new source of funding for student services and non-academic facilities to support Australian university students, both on and off campus.*

*Universities world-wide are seeking to differentiate the 'student experience' through the quality of their student services; the virtual environment; and on-campus physical facilities.*

*In this context, how effectively can a university use the SSAF revenue to transform and innovate in its approach to the delivery of services to students.*

*This presentation explores these questions through a focus on the student consultation and engagement, governance, planning and service delivery strategy at UON.*







## Session 1

### How “SMART” Is Your Signage? Enhancing the Student Experience through Physical and Digital Wayfinding Technologies

**Bryce Hutchinson, Stephen Minning**

**University of Technology Sydney, BrandCulture**

Bryce Hutchinson, has led a varied career kicking off with 23 years in the Power Industry as a mechanical design draftsman specialising in materials handling for coal fired power stations in Australia and Asia plus worked on the Northside Storage Tunnel Alliance project. The past 14 years have seen Bryce in the roles of CAD Manager and Project Manager with the Facilities Management at the University of Technology Sydney, working on a broad spectrum of projects including Space Utilisation, Refurbishment and Construction works.

Away from the office, Bryce loves a surf.

As Founder and Managing Director of BrandCulture, an award-winning design consultancy, Stephen services client relationships and leads all projects personally. With many years of experience in branding

Stephen has created branded environments and pioneered new concepts in wayfinding systems for more than a decade with the team at BrandCulture. His experience and strategic thinking brings value by uncovering the communications potential in any environment. Working closely with some of Australia’s leading brands, interior designers and architectural firms, brands are brought to life and experienced through the built environment, creating emotional connections with the people who live, work and visit them. Stephen is on the SEGD board of directors and travels regularly to the USA to advise on educational and organisational development and also serves on the NSW Council for AGDA. He contributes regularly to online forums and provides offline advice to members of both organisations.

*Moving people to where they need to be is no easy task in a precinct or on a vast campus. Interactive digital wayfinding offers powerful solutions for navigation, connectivity, familiarising of locations and routes, assistance in mental mapping and building confidence walking to destinations.*

*The UTS Campus required something unique, beyond traditional Wayfinding signage, the solution had to allow for management of ever changing destinations that spans across multiple devices and screens for a wide range of user groups. New students and visitors, will experience ease of movement at a timely pace to all lectures and seminars. The new signage will also assist in locating local retailers and other points of interest or simply find a*

*place for a quiet study break or the location of a computer between tutorials.*

*Wayfinding challenges experienced at UTS campuses included: numerous buildings and neighborhoods, a maze of streets and busy road traffic, making it difficult for pedestrians to find their way around. Physical wayfinding systems have been the traditional backbone of our student navigation, but all too often legacy signs can leave students lost mid-journey, or finding that a destination has moved but the signage hasn’t been updated. Unmanaged digital directories and mobile outlets can easily double or triple costs, and imposing maintenance tasks with limited staff resources, can be a burden. Like the physical systems themselves, the results are often contradictory and out of date. Students have even taken it upon themselves to add content to websites to assist, however this information is often flawed and based on the interpretation of the individual adding the content.*

*UTS has addressed these issues through the development and implementation of a new signage program, delivering a ‘smart’ signage system that leverages from the creation of a comprehensive location database and the ubiquity of smart phones in the student population. This presentation will demonstrate how the creation of a ‘live’ cloud based database of the physical signage has been used to create the cornerstone of an integrated student digital wayfinding experience. The system has the flexibility to control maintenance programs and the introduction of new buildings, identifying legacy items and maintaining consistency through a centralized dictionary, all managed from the desk via email and web browser and landing directly into the palm of your hand. This ‘live’ data will then been used to assist students in seamless navigation while enhancing their daily experience on Campus.*

*Working with Meld Strategies the totem signs have been future proofed by modifying the internals to include data and the technology infrastructure to connect WAP devices, security cameras, safety points, screens, projectors and other items that are often retro-fitted to the exterior of buildings creating an eyesore.*

*The ‘SMART’ signage system is planned to create benefits for accessibility and movement around UTS Campuses, displaying the correct information at the right time, to the correct audience, furthermore encouraging shorter walking distances to save time. The interactive wayfinding technology includes text to voice and multi-lingual translations, increasing accessibility for students and visitors, thus enabling them to quickly and effectively find locations they are looking for. The investment of digital signage plinths allow signage messaging to dynamically change the listings and also send emergency messaging and other media to those the screens. This has proven to be invaluable as sections of the building*



are opened up. The possibilities are now limitless when it comes to the contextual messaging, that can now be provided to students and visitors throughout the Campus simultaneously and when the digital displays are not in use, the wayfinding moves into a digital activation with the ability to play video, animation, images, community events and seasonal messages in a highly visual and attractive format.

The interactive digital wayfinding system has been designed to make it easy for everyone to understand. The 'live' data is always current, consistent, destinations are always highlighted, mapping is graphically demonstrated with clarity and room numbers are accurately matched to the student timetable. All of this information can be obtained from the 'Palm of Your Hand'. The end result is the delivery of a world-class interactive digital wayfinding mapping system, that's easy for any new student or visitor and provides huge benefits for the entire UTS Campus.

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## Session 2

### Why Did I Say Yes? My Year as the Enrolments Manager, Leader and Follower

**Robyn Causley**

**Western Sydney University**

Robyn Causley has been working in Student Administration since late 1989 and in that time has worked at 3 higher education providers. Currently, Robyn is the Enrolments Manager at the Western Sydney University. Her portfolio covers enrolment, advanced standing, HESA and ESOS compliance for all domestic and international students at the University.

During her time at UWS, Robyn has implemented system and process improvements across diverse areas of the Student Administration portfolio. Some of her major accomplishments include the implementation of an online application system, an electronic form and workflow tool to manage advanced standing applications assessment and approvals and a bespoke application process for applicants impacted by natural disasters during examinations.

*We have all been there at some stage, sitting in a job we know well and that might have become just the tinniest bit rut-like. You decide you need a challenge, apply for a secondment and before you can say "was this a good idea?" you have been offered the job and have already said yes!*

*At least, that is what happened to me. I was in a job I loved, but it was feeling like I was in a rut. Then my house burned to the ground and I suddenly had a whole new perspective. If I was undergoing some change at home, why not at work as well? Oh, and while I am at it, why not take on some postgraduate study?*

*So here I am, nearly at the end of my secondment and looking back at what I loved and hated about my*

*time in this job. The answer to both questions is my leadership journey. Everyone in tertiary education knows that our business is changing. The partial deregulation of universities has made us more competitive and the deregulation mooted for this year will only increase this. Our local market is finite, so we are looking internationally for opportunities to expand and compete in the seemingly lucrative international student market. At the same time, the service expectations are changing; students have more choice and shopping around has become common.*

*Making things even more challenging for UWS, was the arrival of a new Vice-Chancellor with an aggressive growth strategy and a clearly articulated efficiency strategy running in parallel. So, as a temporary manager, what could I do to motivate 2 teams that did not really know me, effect lasting change in both approach and process and keep us all from falling off the perch? These are the same challenges facing all leaders in tertiary education, but not all of us are in the role for a short time.*

*So, that is my starting point. My presentation will be a reflection of my secondment tenure and the highs and lows of my leadership journey. I will talk about the changes I introduced, or facilitated, what I think will last and what I suspect will fall by the wayside. I will talk about the challenges of motivating people and keeping up the energy levels required to be effective.*

*As I am feeling brave, I plan to survey the teams I have worked with over the last year, asking them for some feedback on my effectiveness in the role, which I will share in the presentation, warts and all.*

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## Session 3

### The Integrated Vocational & Higher Education Precinct: Improving Performance Through a Consolidated Built Environment

**Shane Wood**

**DWP Suters**

Shane Wood is dwp|suters' National Education Leader, he works across all studios, advising on education masterplanning, facility design and procurement. He leads a national architectural team of education experts in university, TAFE and school projects. As a senior architect, Shane is an active advocate for innovation and research in education. He is a great listener who is keen to understand his clients' interest in new approaches to pedagogy, through creating spaces that support teaching aspirations and enhanced student outcomes. His portfolio includes many examples of adaptive reuse of education buildings as well as sustainability initiatives focusing on the physical, financial and social environments promoting the sustainability and improved utilisation of institutions and infrastructure.



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## Session 4

### Australia 2030 - The Lucky Country or The Plucky Country?

**Mark Brodsky Margaret Ruwoldt**  
**University of Melbourne**

Mark studied computer science and started his career in IT – because computing was new and exciting, and undoubtedly also because it did not involve the demanding and terrifying need to interact with people and conceivably even to have a social life. It was not until some years later that Mark discovered the IT itself was just an enabler of these same people's imaginations. Consulting allowed him to indulge in more interactions with these imaginative humans as did a broad range of social activities. A few chance meetings steered Mark to leadership of several academic programs at the University of Melbourne. The heady mix of interaction and learning with staff and students has kept him at the University ever since, in a wide range of roles and collaborations. Mark loves Melbourne's coffee, but cannot help seeing the opportunities for innovation and change as soon as he enters the café.

Margaret L Ruwoldt's 25-year career in the higher education sector has encompassed general administration, student service delivery, business and strategic planning, project and change management, quality and evaluation, information and knowledge management, and all aspects of internal and external communication. She currently leads the Service Performance and Planning team in the Academic Services division of the University of Melbourne. Mark and Margaret share an interest in finding innovative responses to strategic questions about education, information and technology.

*This conversation tackles a topic no less important than the long term future of higher education in Australia and its affect in turn on Australia as a nation. This topic is important now because most of the discussion around higher education is at present focussed on the near term issue of deregulation, which while important is a local issue that will in time become less relevant than the global factors that will affect higher education in Australia. The key question that I wish to explore is whether in fact higher education has a future in the Australia of 2030, what that future might be if it does, and what we need to start doing if we are to ensure this success.*

*In the context of the conference theme of leadership, I feel there is no more relevant topic. We need to lead now as individuals, as institutions, and as a sector if we are to set ourselves up for a bright future. The presentation will take the form of a speculative view of how the next 15 years will progress in a tale of two countries – Australia the "lucky country" and Australia the "plucky country". Along the way we will explore key factors that underlie our current higher education business model, look at some key literature about the current and future state of higher education, and some options for what we might do about one or more of these futures. Some of the topics we will cover include: why we attract students, research funding, and good researchers and staff? What difference does the*

*form of learning make (eg online, blended, on campus)? What else does globalisation enable in for example research collaboration and institutional reputation? What would it take to disrupt our existing model and how quickly could it happen? Are some institutions better placed to survive and thrive than others?*

*The topic will deliberately take the form of a conversation – while I will present some thoughts and ideas, I would very much value a lively conversation around what we might do to ensure this better future.*

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## Session 5

### Effects of Leadership Styles on Employee Wellbeing and Organisational Outcomes at an Australian Regional University

**Ataus Samad, Dr Heather Davis**  
**Central Queensland University, LH Martin Institute**

Ataus Samad is a PhD candidate at CQUniversity Australia and his topic is the effect of leadership styles on employee well-being and organisational outcomes within an Australian regional university. He completed his Masters by Research from CQU with the project Work-life conflict in the university setting; the role of strain and hours of work. He is a student member of the Australian Human Resources Institute. In his professional career, Ata worked in a diverse range of organisations including university, United Nations, defence forces and settlement support organisations. Ata's research includes leadership, employee well-being and human resources management.

Dr Heather Davis is the Program Director Awards at the LH Martin Institute of Tertiary Education Leadership and Management, at the University of Melbourne. She has a background in research management, knowledge work, adult education and professional development. Heather is an ATEM Fellow and holds a BBus, RMIT, Master of Professional Education & Training, Deakin University and PhD from the School of Management, RMIT.

Heather's research interests include: university leadership and management; distributed leadership; qualitative inquiry, social complexity theories and e-learning. Heather completed a PhD research project in 2012 Leadership Literacies for Professional Staff in Universities, under the supervision of Prof Sandra Jones, School of Management at RMIT.

*Academic leadership has become a major focus for researchers in the higher education sector (HES). Previous studies have shown that different leadership styles play a significant role in promoting both employee wellbeing and organisational outcomes. However, there is a lack of clear understanding of how leadership, employee wellbeing and organisational outcome such as job satisfaction, organisational commitment and turnover intention interact together in the HES context, in Australia and elsewhere. There is even less understanding about these issues in Australian regional university settings.*



*The HES has two distinct cohorts, academic and professional staff, who have a stake in tertiary education leadership and management, adding further to the complexities of investigating HES leadership. Moreover, research into leadership within the HES uses many different leadership theories and results are primarily focused only on academic leadership. More expansive and pluralist approaches are necessary if we are to better understand the contextual complexities for leadership in the HES today. A review of leadership studies literature also suggests that researchers have either focused on the relationship between a specific leadership style and well-being; leadership styles and organizational outcomes' or the relationship between well-being and organizational outcomes, but rarely do studies combine all three.*

*For a complex organisation such as a university, an effective way of examining leadership may be by applying leadership theories that examine a diverse range of leadership styles concurrently. Transformational leadership theory, for example, has transformational, transactional and laissez-faire leadership styles within a single continuum that might provide a way to examine concurrently how these leadership styles may impact on leadership effectiveness in the HES context.*

*The proposed PhD research project that this paper draws upon aims to examine the lived experiences of leadership amongst academic and professional staff working in an Australian regional university by exploring the relationships between leadership style, employee wellbeing and organisational outcomes. The proposed project takes a mixed method approach using both qualitative and quantitative methods and analysis. Given the timing of the project, the focus of the paper and presentation for tertiary education managers at TEMC15 will be a position paper exploring the literature review and research design for this project.*

## Session 6

### Clear from the Start: Defining When Adjustments are Considered Reasonable Under the Disability Standards for Education

**Dr Kai Jensen, Rick Boffa**  
**RMIT University**

Rick Boffa has worked across Commonwealth, State, not for profit and most recently education sectors in a career spanning over 25 years. Rick's primary responsibilities in his current role are to manage the University's Disability Liaison Unit, provide systemic disability policy advice to the University with the aim to create a more inclusive learning community, and support University legal services in representing the University in disability legal matters.

Dr Kai Jensen has worked in five Australian and New Zealand tertiary institutions since 1993. His current role at RMIT involves responsibility for institutional academic policies, for managing admissions, credit and student assessment, and for managing curriculum configuration. Kai was a co-founder of the ATEM institutional policy network, and is an enthusiast for professional development and staff wellbeing initiatives.

*Australian disability legislation intersects with the student experience at many points. Recent draft updates to the Disability Standards for Education mandate institutions' responsibility to define the inherent requirements of academic programs, to delineate more clearly what accommodations are 'reasonable'. RMIT University is currently in the process of defining program inherent requirements, and this paper provides a snapshot of this work in progress. The University has also recently clarified the distinction between accommodation for disability support, and special assessment consideration for unexpected adverse circumstances such as brief illnesses. Work is under way to define the process to be followed when a student enrolls in a program for which it becomes apparent that they may not meet the inherent requirements on the basis of disability. The presentation and subsequent discussion will explore this challenging and very human part of university management.*





## Session 1

### Condition Driven Maintenance: Why Condition isn't the be All and End All.

Michael McCosker, Kellie Arnold

Assetic, Deakin University

Michael McCosker worked for Housing NSW, both in the asset and tenancy areas during the mid-1990's before taking up various Senior Executive roles within the NSW Government as an Asset & Procurement Director.

Beyond NSW Government, his experience includes managing the Asset portfolio at National Trust NSW and Wentworth Community Housing.

Michael has also consulted widely to government and the community/NGO/NFP sectors on areas such as procurement, asset management, heritage management and change management. Michael is the Higher Education Industry Lead at Assetic, and holds a Graduate Certificate in Housing Management & Policy from Swinburne University.

Kellie's Current role within the Facilities Services Division (FSD) is in administration of the Quality Management System. Over the last 4 years within FSD I've been involved with projects including Contractor Management, Contract and Project Administration, Human Resources and Process Improvement. I have thrived in new and challenging projects and have gained experience working with talented colleagues across the Division in a supportive, fast paced environment.

*Already holding formal qualifications in architectural drafting, landscape design and construction, Glenn has furthered his studies in the fields of civil engineering, construction, facility management and building surveying while employed.*

*Every University and tertiary institution is required to report the Backlog Condition of its portfolio. This single process generally provides a method for pinpointing maintenance programs across the future two to three years. The reality is that condition alone does not provide the entire picture for the organisation, and may only be one factor in ensuring optimised works operations. Without the other key factors of safety, functionality, appearance and strategic importance, Facilities Managers could be providing a flawed program of works for their organisation.*

*When creating an effective maintenance program, every organisation needs to comprehend the maintenance intervention at strategic, operational and tactical levels to ensure optimal service delivery.*

*Strategic outcomes to consider:*

- *Is the maintenance improving the asset service capacity and delivery?*

- *Does this action fit into the overall maintenance strategy?*
- *Will this reduce our reactive processes?*
- *Will the maintenance provide us a 5-10 year service and useful life outcome?*

*Operational outcomes to consider:*

- *Does this reduce our need for reactive maintenance?*
- *Have we considered all the maintenance as a single transaction?*
- *Have we managed the cyclic, programmed and responsive maintenance to minimise return over the coming 12 months?*
- *Does this impact or impede the statutory maintenance?*

*Tactical outcomes to consider:*

- *Does the maintenance assist other parts of the service to perform?*
- *Is the maintenance reducing our current or potential backlog?*
- *Have we worked with the stakeholders to assess their service needs?*

*Condition can drive all these questions, but it may not provide all the answers. Strategic Importance breaks your portfolio down by relevant importance of each building, and then should further be applied to each functional space. This process enables the organisation to establish maintenance timescales for each type of building across its portfolio, and establish the importance inside each building, giving a clear target for every building and functional space at a portfolio level.*

*Appearance (the aesthetic approach) manages the perception of the built environment. Where Strategic Importance is high, it is anticipated that the Appearance rating will also be high as a good impression on the user, visitor and public perception is critical. Whereas spaces such as delivery docks and utility spaces may have a lesser importance and require less interventions over time.*

*Functionality is critical to certain assets, particularly those that provide human services. For example, toilets need to be clean and need to function correctly for hygiene, but don't necessarily hit the highest points of Strategic Importance. However, when they are not functioning it presents an enormous risk and generates intense reactions from the user.*

*Finally Safety. Liability is everyone's enemy, safety is everyone's business. Where the condition, the function and the appearance can be sound, if the space is unsafe the costs to remediate personal injury far outweigh the cost to remediate the safety factor.*

*Assetic, Australia's leading strategic asset management firm, has worked closely with Deakin University to put this philosophy into best-practice across Deakin's four*



campuses in Victoria. This joint presentation will discuss that while Condition is important, unless we consider the other factors that occur concurrently to condition, we are missing critical factors in meeting the most important maintenance requirements and ultimately ensuring optimal operational outcomes.

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## Session 2

### Coaching: A Way Forward Through Collaborative Empowerment

**Linda Thompson**

**University of Auckland**

Linda Thompson has worked at The University of Auckland for eleven years. Her current role is Director of Operations for the Faculty of Science, a large and complex faculty. In New Zealand, Linda has worked in both the public sector - as a secondary teacher and in tertiary management - and in the public sector in finance and public relations. Her finance career began in the banking sector in Germany where she lived for seven years. Linda's diverse experience provides an excellent background for working in the tertiary sector.

*Tertiary education management has long since reached the point where we can safely claim to be dealing with change as a constant. Leaders are looking towards more effective ways of embedding change whilst building new capability quickly and efficiently. Coaching can be the answer. Coaching facilitates productive and positive change in individuals, teams and systems. Coaching provides the opportunity for organisational learning and adaptability by helping individuals learn to think and to work together more effectively. Through coaching, leaders can learn how to optimise the value of teams.*

*By using a coaching-based, team-building model, it is possible to build and lead a team to successfully embed a new structure or system through developing a collaborative vision and a sense of purpose. Coaching will assist in creating focused management teams. Coaching necessitates collaboration, an understanding of context and clarity of action.*

*Navigating and leading through a large change initiative is an optimal time to establish coaching as a leadership tool because real experiences provide opportunities to question, analyse and develop new ways of thinking and to try out new ideas. Coaching assists leaders to understand their values and beliefs and can be a powerful agent of change.*

*In my presentation, I will explore the use of coaching as a tool to lead a newly created management team following a complete re-structure of administrative roles in the Faculty of Science at the University of Auckland. I will provide a brief background to the change initiative explaining purpose and desired outcomes. I will then concentrate on the post-change experience and how coaching has been used to help the senior management*

*team find a common purpose and vision that supports the organisational objectives.*

*I will discuss the concept of the 'learning leader' (Robertson, 2004). The 'learning leader' provides an environment that delivers effective coaching and uses feedback from colleagues and associates to identify obstacles to success. Plans are developed to tackle those obstacles as a team, supporting the organisation's objectives and working towards establishing and embedding the new regime. The focus is on genuinely reciprocal relationships.*

*I will investigate the empowerment of staff and how coaching better enables such empowerment leading to a quicker establishment of a new structure. Managerial behaviours can determine the success of fostering empowerment. Burdett (1999) claims that limited understanding of true empowerment can lead to leadership inadequacies during change initiatives. The presentation also discusses coaching techniques used by the Faculty of Science to ensure the senior management team communicated consistent messages and applied effective, equitable allocation of resources to support staff during the unsettled transition time following the re-structure.*

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## Session 3

### Designing Facilities to Enhance the Student Clinical Placement Experience

**Dr Benjamin Cleveland, Tara Veldman**

**University of Melbourne, Billard Leece Partnership**

Dr Benjamin Cleveland is a Research Fellow in the Faculty of Architecture, Building and Planning at the University of Melbourne. He manages the research program for the Learning Environments Applied Research Network, which has included research into medical learning environments over recent years.

Tara Veldman is a Director at Billard Leece Partnership, who were engaged to design the new Royal Children's Hospital in Melbourne. In addition to practicing architecture in Australia, Tara has worked in the Netherlands and Middle East and has a passion for socially-based design in healthcare.

*New approaches to the clinical education and training of health professionals is driving the need to update the design of learning spaces in hospitals and other healthcare facilities. Wider recognition of the benefits of blending formal and informal, and physical and digital learning opportunities is challenging architects to design a wider variety of learning spaces and integrate them into new and refurbished healthcare facilities in support of the student learning experience.*

*Using the Royal Children's Hospital (RCH), Melbourne, as a case study, this paper discusses the influence of new generation learning spaces on students' learning and their overall higher education experience in clinical settings. The Health Education and Learning Precinct*



(HELP) at the RCH incorporates the seven different types of new learning spaces that the Scottish Funding Council (2006) identified on contemporary higher education campuses: group teaching/learning spaces; simulated environments; immersive environments; peer-to-peer and social learning environments; clusters; individual learning spaces; and external spaces. Briefed in collaboration with the University of Melbourne's Department of Paediatrics, this variety of learning spaces was integrated into the RCH to provide students and teachers with a better overall environmental experience as well as opportunities to develop new approaches to learning and teaching (Bines & Jamieson, 2013).

This paper explores the process through which these learning spaces were developed and designed and describes the types of spaces that are now available to students and health professional educators at the RCH. The paper also explores the subsequent transfer of the guiding principles and design concepts that were developed at the RCH into other teaching hospitals and healthcare facilities in Australia.

Taking a wider view, the paper also discusses the intersections between contemporary learning spaces, curricula and pedagogy in the health professions and highlights the need for change management strategies that aid the alignment of the vision, design and use of new learning spaces.

The influence of education spaces on the pedagogical activities and educational experiences of students and teachers in the health professions has historically not been well addressed in the literature (Nordquist, Kitto, & Reeves, 2013). Indeed, space as a mechanism for enhancing the student experience and fostering the development of the knowledge, skills, and values required of health professionals may have been largely overlooked. The paper concludes that further research and evaluation (both academic- and industry-based) is required into the influence of space on students' learning and their overall educational experience. Such research is needed to enhance our understandings of the effectiveness of different types of learning spaces in supporting learners, learning, teachers and teaching in healthcare settings.

## Session 4

### Regional Insights into Campus Development

#### Mike Walsh

#### JLL

Michael Walsh is the managing director of JLL's Education Service division in the Asia Pacific. He originally graduated as an architect in the UK in 1991 and since then, has gained 25 years professional experience in the property industry, covering development, design and construction.

Mike's focus continues to be the strong growth opportunity for the Education Sector, with Global and regional trends determining his strategy.

On the Global stage, 23,887 Universities and Colleges support 140 million students. By 2025, student numbers will increase by 87% to 262 million. 2.75 million of these students are studying abroad at 162 'branch campuses' now operating worldwide, with student numbers set to expand to 8 million by 2025.

So what is drawing the great universities of the world to establish 'branch campuses' in the Middle East, China and South East Asia? Internationally renowned Universities which espouse free speech and encourage diversity across gender, race, religion and sexual orientation are taking bold steps into some of the most politically and socially repressive environments in the world, at great risk to their reputations. Top universities are being enticed off-shore, by the offer to establish state-of-the-art campuses, built to their own specifications, at no cost to the school and with free rent - is it too good to be true?

We explore the risks to university brands and reputation that are being confronted by the top schools in the world and what they are doing to address the potential damage. We look at how the off-shore campus developments are being funded and what the implications are for the ongoing operations of the campuses.

37% of undergraduate and postgraduate students in the UK are considering enrolment in overseas universities. Higher fees, an unaffordable cost of living and the easy availability of overseas places are drawing students, with a sense of adventure, to study in exotic locations at universities which are gaining recognition in global rankings.

300,000 foreign students enrolled in Australia in 2014 and contributed over \$10 billion to the economy. The drivers of internationalisation in higher education are not just academic, the commercial benefits to universities and the national economy are substantial. Getting it right can mean long term income streams for both the branch campus and the main campus - however, success is not guaranteed.

In this session, we will examine the drivers of development in foreign countries, economic push and pull factors, and socio economic-growth in Australia. We will also review the potential risks expansion and internationalisation can have to brand and reputation by looking at case studies from various international universities established in China, South East Asia and the Middle East, to look at what makes a campus successful, and how to avoid an expensive failure.

We will also look at different funding models and the implications for on-going operations.



## Session 5

### A leadership challenge shared = success

**Joanne Austin, Fiona Spurrell**

**Swinburne University of Technology**

Joanne Austin has worked in the tertiary education sector for over 26 years and has held an array of leadership positions in Higher Education, the current being Faculty General Manager of the Faculty of Business and Law at Swinburne University. Joanne also taught as a sessional academic for 7 years and more recently undertook a consultancy role in the review of faculty functions for another university. She holds a Masters of Tertiary Education Management (UniMelb) and is currently enrolled in a PhD which is exploring the provision of Shared Services in Australian Higher Education. Joanne has received a number of awards including a VC's award for customer service, a VC's Highly Commended award for Team Teaching, a VC's Highly Commended team award for International Collaboration and an AUQA commendation for an International Mentor Program. In 2014 Joanne received the ATEM Presidents Award for her contribution to the tertiary sector. She has been with ATEM since 1991 and is currently the Vice President, Professional Development

Fiona Spurrell is the Faculty Business Manager for the Faculty of Science, Engineering & Technology at Swinburne University. Fiona leads a team of 70 staff supporting the strategic and operational activities of the faculty including the management of over 125 laboratories and workshops across 15 buildings and two campuses. Fiona is the key liaison point for a range of shared support services including student administration, marketing, engagement, finance and information technology. With over 17 years' experience in the tertiary education sector, Fiona has held a number of senior roles including the position of Faculty Manager of the Faculty of Design and is currently on the Bass Region Committee of ATEM. Fiona has a Master of Business in Human Resource Management from Swinburne University and a Graduate Diploma of Science Education from Deakin University.

*May you live in interesting times' is known as the Chinese curse. It would appear that the curse is upon us as it is probably one of the most interesting times in tertiary education for decades as we undergo significant change on several fronts. To meet the challenges of the current tertiary sector, universities are in the process of positioning themselves for future viability through re-structuring and making other major changes. This has certainly been the case at Swinburne University in Melbourne and has led to distinct challenges for leaders. In working through these changes to ensure effective service for the needs of the business and maintaining staff morale through rapid changes one after the other, shared leadership vision of the three Faculty Managers was key. It was about maximizing collaboration, maintaining a clear purpose and recognition of each other's strengths and weaknesses. Stakeholders saw three committed managers, unified in their approach, who genuinely cared for the staff and the future of the university and to making the new structure work. We continue to re-define the goals required and work towards a workplace that can thrive.*

## Session 6

### Managing a MOCC: reflections on a Year of Coordinating a Massive On-Campus Course

**Mary-Rose Adkins, Gregory Nash**

**University of the Sunshine Coast**

Mary-Rose Adkins has taught in higher education since 2002 both at a TAFE and University level. She has been employed as a course co-ordinator, lecturer and tutor. Her teaching has included delivering courses in certificate and diploma level TAFE studies, tertiary preparation, first year introductory units and advanced level units in Indigenous studies, communication and social sciences. She is currently employed in a team of associate lecturers managing and teaching a first year compulsory foundational course at the University of the Sunshine Coast. Her interests are in cultural competencies, Indigenous governance and student's early experience within the academy.

*In semester one 2014, Communication and Thought (COR109) became the first mandatory course for all students enrolled in their first semester of study at the University of the Sunshine Coast (USC). This inaugural semester saw a post-census enrolment of 2,424 students involving 60 teaching staff, followed by a second semester offering with 751 students enrolled and 20 teaching staff. The course has faced significant design and logistical challenges firstly, in delivery of whole-of-institution content and secondly, in the management of staff, students and space. Student feedback on the teaching and delivery of COR109 during 2014 along with feedback received from USC academic colleagues strongly indicates the course is having a positive and substantial impact on the student learning experience. This paper follows on from 'Rise of a MOCC: Massive On-Campus Course' that was presented at the 2014 TEM conference, and reflects upon the lessons learned from the coordination of what is one of Australia's largest university courses and the lessons, which are now influencing the future direction and iterations of the course. First, this paper discusses the strengths and weaknesses of specific assessment items, how they were taught in a way that made them relevant to every discipline, and how they evolved from semester one to semester two through consideration of feedback received from students and staff. Second, statistical data on student attainment and attendance is provided, alongside specific student feedback related to identified strengths and weaknesses of COR109 content and delivery. This analysis includes a discussion on a high Fail Absent (FA) rate and provides specific examples of how attendance directly impacted final grade attainment. Finally, taking into account what has been learned in the inaugural year, a discussion of future teaching solutions and directions for delivery of the course will be provided, including plans to accommodate more assessment types and more discipline relevant focus for particular assessment items in order to better cater for the whole-of-university nature of this course.*







## Session 1

### Contractor Panels for FM - The Solution to Maximising the Efficiency of Compliant Engagement - Reducing Costs and Optimising Outcomes

**Scott Alden, Mick Serena, Russell Vicary**  
**DLA Piper, DCWC SAFM, University of Melbourne**

Scott Alden is a partner at DLA Piper specialising in Finance and Projects. Scott has extensive experience in providing advice to the tertiary sector over the years including in relation to Facilities Management, the establishment of Contractor Panels, Construction Projects and Procurement.

Mick Serena is a Director at DCWC SAFM and after a long and successful career in the tertiary education facilities sector has now moved into a consultancy role allowing him to bring his experience to many different organisations.

Russell Vicary is the Construction Manager at the University of Melbourne. Russell was a key part of the successful delivery and implementation of the Contractor Panels project at the University of Melbourne working with both Mick Serena and Scott Alden.

*Universities in Australia are complex and dynamic institutions, with diverse stakeholders, multiple users and a progressively changing infrastructure landscape. Over the last few years, Australian Universities have been rapidly growing, and this has led to strong investment in infrastructure assets and the facilities base.*

*With this change, issues have started to emerge, such as timetabling and site access and the effective management of both aging and new infrastructure, which requires a large number of different skilled contractors.*

*Further, Universities are required to procure in a regulated environment with value for money and market testing at its heart. These procurement processes can sometimes be long and inefficient and be process rather than outcomes focussed. This can lead to:*

- High cost of procurement
- Lengthy time in the procurement process
- Market frustration with unclear, lengthy and costly processes
- Internal (and stakeholder) frustration with the process.

*These issues can all be overcome by the establishment of Contractor panels.*

*Contractor Panels provide for innovative processes to maximise efficiency whilst achieving the regulated and probity requirements of the individual procurement. They allow for flexible, efficient and nimble procurement in a market tested environment which ensures value for money (of both outcome and process).*

*Panels lend themselves to high volume, low to medium cost, recurrent procurement, which makes them perfect for their use in the Facilities Management environment at universities.*

*The University of Melbourne has implemented contractor panels for use in relation to its facilities management and broader facilities and services requirements. This has proven to be such a success that the University is currently refreshing those panels.*

*In addition panels are starting to be used successfully by other universities.*

*This presentation will provide an insight as to Contractor Panels best practice, in the context of the successful University of Melbourne story and will be brought to you by both the consultants and internal stakeholders that made it such a success.*

## Session 2

### I Think I Can: I Learnt I Could: How the Take Up of Personal Leadership Can Influence an International Institution

**Mary-Louise Huppatz, Margaret Ruwoldt**  
**University of Melbourne**

A chance meeting at TEMC 2012 was the spark for the formation of a creative partnership between Margaret Ruwoldt and Mary-Louise Huppatz. A coffee chat revealed not only similarities in their then roles but shared ideologies and passion for learning. Together they bring a wealth of experience to their roles at the University of Melbourne having worked in a number of sectors (retail, construction, higher education) across multiple management roles (human resources, communication, information technology, strategy and planning). In 2014 they and seven colleagues received a Vice-Chancellor's Award for Outstanding Contribution for creating the first UoM Professional Staff Conference (now an annual event). Mary-Louise and Margaret are currently incubating cunning plans to bring yet more new ideas into their workplaces.

*In September 2014 the University of Melbourne hosted its first Professional Staff conference in its 160-year history. The formation and delivery of this conference was distinctive in many ways, not the least that it was a staff-led initiative. The success of this approach leads us to explore the question - must staff and their ideas wait to be led or can they take up ownership for implementing innovation and change?*

*Inspired by work of colleagues within the sector, the idea for a conference was sparked by attending TEMC 2012. Ensuing discussions led to an exploration of ways that*



opportunities for networking and knowledge sharing could be incubated and created for the professional staff community at the University.

This exploration and vision for a Professional Staff conference evolved from “wouldn’t it be good” to “someone should really do this” to “maybe we can do this” to the realisation that “yes we could”. And, yes we did – delivering a conference on September 13, 2014. This inaugural conference achieved four key aims: celebrating the contribution of professional staff, promoting cross-unit collaboration, creating opportunities for staff development and enriching all who participated. One month after the conference, more than 68% of attendees surveyed indicated that they had changed their behaviour as a result of attending.

Presented as a case study, this session unpacks the behind the scenes elements to share with others who may be interested in setting up similar grass roots approaches to professional development. It explores the life cycle of the conference and shares the tools and thinking used to shape and mould the project along the way. These include idea generation, team leadership through to project management and evaluation mechanisms. In addition, it will explore the opportunities and challenges in undertaking a staff-led initiative – from seeking institutional support and recognition through to operating across divisional and institutional boundaries.

An element that contributed to the success of the conference’s delivery was the Organising Committee formed by nine staff volunteers, representing the breadth and depth of professional activities across the University. Formed in December 2013, this grouping of nine staff evolved to form a high functioning and focused committee and one year later was awarded a Vice-Chancellors Award for Outstanding Contribution.

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## Session 3

### University of Melbourne’s Arts West Redevelopment - A Case Study in Value-For- Money Sustainability

[Dr Gerard Healey, Tom Dean](#)

[Arup, Slattery](#)

Dr Gerard Healey is Arup’s Southern Buildings ESD leader, with a background in engineering and social science. Over the past decade, he has worked on projects in a wide variety of sectors and project types. Gerard’s particular interest is how people and technology influence each other - how decision-making process affect building outcomes and how building design influences user behaviour.

Tom Dean from Slattery is the Project Cost Planner on Arts West and took a key role in the collaboration with Arup to help implement the Green Star strategy adopted. Tom has been with Slattery for more than 7 years and has significant experience with many large projects implementing value-for-money Green Star solutions. Tom has cost managed a number of projects at the University of Melbourne in recent years, including the VCA campus at Southbank.

This is a case study of the Arts West Redevelopment at the University of Melbourne’s Parkville Campus, a \$55m project that is on track to achieve its targeted 5 star Education v1 design rating. What makes this project an interesting case study is that it has achieved this at an ESD cost almost half that initially budgeted – a budget that was set based on industry experience and typical costs - and using a process that actively sought to make the rationale for the design transparent and achieve the Green Star rating in a value-for-money manner.

Some background information will help illustrate why this is a useful case to learn from. Green Star is an environmental rating tool that is used by many Universities around Australia to set minimum sustainability performance for their buildings. How Green Star influences building design is therefore very relevant to many University facility managers. While the intentions of Green Star are admirable, many in industry hold the view that Green Star does not always add value to a project. Stories circulate of cogeneration systems that are oversized and uneconomic, water treatment systems that don’t work properly or are never turned on, and even energy metering systems that are too cumbersome to use. There is often criticism that Green Star becomes about chasing points in a least cost way rather than achieving good outcomes. The result is that the reputation of Green Star, and sustainability for buildings in general, is tarnished.

The Green Building Council of Australia has recognised this and responded with a number of changes for the better. However, this is only part of the solution. Design teams must shoulder some of the responsibility for the perception of sustainability.

This paper summarises an action-learning research method used to build on work by Healey (2014), which sought to understand how to better develop, communicate and implement sustainability strategies. Arts West allowed an ESD approach to be tested in collaboration with Slattery Quantity Surveyors, which included estimation of the additional costs of ESD initiatives along with the value that each initiative could deliver for the University. This enabled transparent discussions about the initiatives proposed and resulted in a value-for-money Green Star strategy.

This paper also reflects on the extent to which the success of the approach on this project was dependent on the specific project team and site and whether it could also be successfully applied to a wider range of projects.



## Session 4

### Reaping the Benefits of Increased International RHD Enrolments in Engineering

Kirstin Dunccliff, Chanel Hopkinson  
*University of Newcastle*

Chanel Hopkinson is the Research and Research Training Officer at The University of Newcastle (UoN). She has worked in Research Administration since 2000 at QUT, UQ and UoN. Chanel received the Highly Commended Award for ResearchMaster award for Excellence in Research Management in 2014.

Kirstin Dunccliff is the Centre Coordinator for the Australian Research Council Centre of Excellence for Geotechnical Science and Engineering, UoN. She has worked for two decades at three Australian Universities: QUT, UWS and Newcastle. She received a PG Certificate in Creative Industries (Creative Writing), a Bachelor of Arts is currently studying a Master of Business.

*It is difficult to attract domestic research students in the field of engineering. An undergraduate degree qualification in Engineering provides high employment rates with 100% of graduates securing full time employment (Australian Graduate Survey 2012) with an average starting salary of \$77,300 per annum (Engineers Australia Statistical Overview 2013). To increase our research student cohort, there is a need to recruit offshore. A review of engineering enrolment data shows that the University of Newcastle (UoN) has experienced a significant increase in international student enrolments for the period 2010 - 2014. This presentation will discuss the successful strategies in place which have boosted enrolments. These include utilising the Commonwealth Government's International Tuition Fee Waiver Scheme as well as a 50:50 scholarship scheme whereby the Faculty or supervisor contributes 50% of scholarship funding with central research training providing the remainder. Further, the Faculty is leveraging funding through international offshore home government schemes such as Chinese Scholarship Council (CSC) and Vietnamese International Education Development (VIED). It has also been noted that increased International research student enrolments has resulted in a corresponding increase in completion rates. Over the period 2010 - 2013, on average international students complete in a shorter timeframe, compared to domestic students. A quicker completion rate results in higher income generated from research block grants through increased RHD load and completions.*

## Session 5

### Leadership Development in Increasingly Global and Competitive Tertiary Education Environments: The Case of Elamp Examined With an Organisational Development Lens

Tony Brown, Dr Heather Davis  
*Curtin University, LH Martin Institute*

Tony Brown has worked in the higher education sector for the past 15 years. As the senior organisational development consultant at Curtin, Tony identifies opportunities for extending and improving leadership development and execution to deliver on Curtin's vision of a high performance, values-based culture. Tony also provides consultancy advice to Curtin's leaders, including the senior executive team, on leadership and team performance issues.

In early 2015 Tony was accredited as an eLAMP moderator and facilitator. He holds a BBus (ECU) and Master of Training and Development (ECU). Tony's research interests include higher education leadership, leadership development and organisational change management.

Dr Heather Davis has been the Program Director-Awards at the LH Martin Institute for Tertiary Education Leadership and Management since July 2012. She holds a BBus (RMIT), Master of Professional Education and Training (Deakin) and PhD (School of Management RMIT).

Heather's background is in research management, knowledge work, adult education, librarianship and professional development. Her research interests include university leadership and management, collective leadership, qualitative inquiry, social complexity theories and e-learning.

Heather teaches in the Institute's Master of Tertiary Education Management and Graduate Certificate programs. She is also Program Manager for the Emerging Leaders and Managers Program (eLAMP)

*The Emerging Leadership and Managers Program (eLAMP) was launched at TEMC 2012 in Adelaide following a 12 month scoping project sponsored by the LH Martin Institute and ATEM to scope out the needs of the sector and ascertain how best to provide relevant and engaging leadership and management development programs for those who work in tertiary education management.*

*So far, between September 2012 and February 2015, 525 individuals from 81 institutions and six countries have enrolled in one or more of the online modules of eLAMP. In addition, 12 institutions have sponsored eLAMP guided cohorts, mainly as part of multi-institution regional cohorts. The eLAMP curriculum is offered online and is scalable with the intent to develop leadership and management capacities for tertiary education managers at a time when the sector is facing upheaval and uncertainty. The program can be taken as professional development, or with further attention to assessment and learning consolidation face to face workshops can be taken 'for credit' into the LH Martin Institute's graduate certificate programs.*



The overarching program aims of eLAMP are to enable participants to: gain a grasp of the breadth and depth of the tertiary education landscape in Australia, New Zealand and in the global context; develop an understanding of the complex internal and external drivers influencing the tertiary sector and learn how to respond appropriately to these drivers; gain insight into the different roles and styles leaders and managers need to adopt to be successful in their roles and develop flexibility across these styles and roles; and grasp the nuances of policy and learn how it aligns with strategic intention and how it influences the development of organisational culture.

These program aims are reinforced by the learning outcomes across the four modules, examples of which include the ability of participants to:

- recognise, describe and apply levels of critical reflection within their own professional practice and personal development;
- evaluate and critically analyse the impact of a range of inter-personal intelligence attributes on the quality of work outcomes, workplace environment and workplace relationships;
- demonstrate a broad understanding of the skills required to successfully navigate the transition from team member to team leader or manager;
- identify key inter-personal skills and capabilities that will enhance their leadership style and performance as a leader;
- gain a deeper appreciation of how to better navigate the volatile, uncertain, complex and ambiguous (VUCA) environment faced by tertiary education managers and workers;
- be able to recognise and describe the basic themes and issues that have influenced the development of tertiary education;
- be able to identify the main environmental drives shaping the future in tertiary education
- have gained a deeper appreciation of the complex policy environment that shapes tertiary education;
- have the means to systematically analyse and reflect on their role as tertiary education managers.

This paper presents findings from a research project about the evaluation of the first guided and sponsored eLAMP institutional cohort sponsored by one institution—Curtin University. In this project, an organisational development lens was applied to the long running program which had previously been evaluated only from a participant learning and development standpoint. Data collected from the pre and post eLAMP evaluations provided by the 25 Curtin staff that were part of this cohort in 2014 will be evaluated and analysed, and findings shared at TEMC 2015. The refereed paper will go into more detail about the data, analysis and findings of the research project concerned with the ongoing evaluation study of Curtin University's eLAMP experience. In particular, the findings and discussion will address the following questions:

- Does the program address the current leadership needs at Curtin?

- To what extent are participants and their line managers satisfied with the design and delivery of the program?
- Do the benefits of completing the program outweigh the 'costs' of participation?
- What changes in the professional practice of participants can be traced to their involvement in the program?
- How might future programs be improved?

Tertiary Education leaders and organisational developers responsible for developing leadership and management capacities for people working in knowledge-intensive environments; in times of turbulence and complexity; and increasingly, in global competition for staff who can work with these realities will find that the results from this study informative.

## Session 6

### Enhancing the Student Experience through UWS Summer

**[Dr Ann Cheryl Armstrong, Katrina White](#)**  
**[Western Sydney University](#)**

Dr. Ann Cheryl Armstrong is the Director, Academic Year Optimisation at the Western Sydney University. In 2012, Ann Cheryl led the review of the Academic Year Review which canvassed the views of staff and students of the University about the possible move to a trimester system, resulting in the decision to establish an enhanced Summer School. Ann Cheryl has an international track record in strategic and transformational leadership and the design, management, implementation and evaluation of strategic initiatives.

Katrina White is the Operations Manager for WSU Summer at the Western Sydney University. She has worked with WSU as the Enrolments Manager within the Academic Registrar's Office and as a School Manager for the School of Communication Arts. Katrina is a highly experienced project manager with an extensive understanding of WSU Systems, data interpretation/analysis, policy and legislative knowledge, process development/ reengineering and budget management. Her experience provides valuable insights into some of the challenges experienced by schools.

Over the past 50 years, many of the universities in Australia offered their courses through a two semester system, generally running from early March to late November. More recently, some institutions have offered a third teaching and learning period either through a trimester system or the introduction of summer schools which run from December to February. One of the policy principles identified in the Universities Australia paper, *Smarter Australia: An Agenda for Higher Education 2013 – 2016* is the need for provision of flexible learning options to support students who may have work, family and other commitments. Cognisant of the emerging trends in higher education institutions in Australia, the University of Western Sydney (UWS) decided to consider optimising and



extending the academic year to best equip the University to respond to the rapidly changing and increasing competitive context of the higher education environment. A review of the University's academic year was commissioned in 2012. This review revealed that the two things our students wanted most were: greater flexibility and choice. For some, this was about finishing their degree more quickly; others wanted the chance to catch up on missed or failed units from a previous semester, while others wanted to spread their study load to better fit in with lifestyle, work or other study commitments. From this extensive review, the University's fledgling summer program was rebranded as 'UWS Summer' and expanded with over 100 units of study on offer across 5 campuses.

This initiative was conceptualised within a case study framework and was piloted and monitored as an action research/learning project. Embedded within the overarching project implementation strategy was a continuous improvement methodology designed to provide a structured approach to reviewing and improving performance, which are two key elements of the academic year optimisation enterprise. This paper will explore the growth and development of the initial UWS Summer concept, and how this was successfully piloted over two years. It will discuss the relevance of three key implementation issues: the critical importance of authentic consultation with staff and students, the need for detailed operational planning and the serious consideration of resource implications. We describe the many moving parts that had to be brought together within the University in order to implement a cohesive and attractive third teaching session. This included extensive internal stakeholder engagement across Schools and Business Units to 'sell' the concept and to gain traction through widespread acceptance – not always an easy task in an environment where many staff, both Academic and Professional, felt that their workloads were already stretched with the delivery of two regular semesters. The paper will also explore the ways in which the central co-ordinating project team – The Summer Team – worked across the University to engage staff, secure high-level buy-in, utilise the expertise of key personnel or units, and, where necessary, develop completely new processes, activities or groups to move the project forward.

In conclusion, we will provide an overview of the trends surrounding UWS Summer over two cycles, the successes, the challenges, and insights into how Summer was experienced by students, professional staff and academics. Drawing on the comparative UWS Summer evaluation data over a two year period, we will explore some of the ways in which UWS could increase efficiencies while providing greater flexibility to support students' varying learning needs. We conclude with an exploration of future plans and the anticipated growth through an extension of the academic year.

## G20 Brisbane Meetings – International Engagement for Universities

**Melanie O'Toole**  
**Griffith University**

Melanie O'Toole is an international trade and equity strategist with senior management experiences gained in five different countries across universities, government and industry.

She was the former Australia-Singapore Young Business Ambassador and a foundation member of Austrade's Women in Global Business Network. She has represented business and the NGO sector on numerous policy and trade discussions focused on trade liberation, barriers to entry for international trade faced by women and minority groups through the Asia Pacific Economic Cooperation (APEC) Small Business and Women's Leaders Network. She is currently assisting Griffith University with Faculty Administration Management and equity initiatives. Melanie holds an undergraduate degree in Asian studies and economics and a Masters in International Business from the University of Melbourne.

*The G20 grouping and meetings play an important role in setting and strengthening the economic agenda of the world economy. Universities are centres of knowledge and research, and can play an important supportive role in contributing to economic and strategic debate in such international forays.*

*Australia was chair of the G20 meetings in 2014 with Brisbane allocated the role as hosting city to the leaders of the 20 major economies of the world. Griffith University took the opportunity to showcase its research and teaching excellence alongside the G20 activities. Moreover it was a key partner in the hosting of the inaugural G20 Women's Forum; a landmark forum to tackle global employment inequality and progression of women in business and in the workplace.*

*Griffith University is a landmark employer as recognised by the Federal Government's Workplace Gender Equality Agency (WGEA) for its continued work as an Employer of Choice for Women for over 13 years, as confirmed by its Human Resources Department. The forum was an opportunity to connect with leading international academic, industry, government and community leaders on equal employment, investment attraction and trade. This poster presentation will illustrate the benefits of aligning university activities with international forums to build reputational and strategic value.*



## Poster Session

Tuesday 1 September

12.35pm – 1.35pm

Trade Exhibition Area

### Poster 1

#### Energy Reduction in Tertiary Campus Buildings by Establishing Functional Area Energy Consumption Benchmarks

**Alan Obrart**

*University of Sydney*

Alan Obrart

B.Sc., BE (Mechanical Engineering) USYD; Grad Dip Building Survey & Assessment - UTS

Director of Obrart & Co Pty Ltd, Consulting Engineers - 2000 to current

Adjunct Senior Lecturer USYD, Faculty of Architecture, Design and Planning - 2005 to current

Engineers Australia representative of Australian Building Codes Board technical panel reviewing BCA Part J Energy Efficiency

National Deputy Chair, Engineers Australia Society for Building Services Engineers

Member National Awards Excellence Judging Panel for AIRAH (Australian Institute Refrigeration, Air Conditioning & Heatings)

*This research project is aimed at establishing energy consumption benchmarks for functional areas to assist in the identification, control and reduction of energy used in typical Australian existing tertiary education campus buildings.*

*Many Australian university campuses have data available for energy consumption of a total campus and selected individual whole buildings.*

*However, as the typical tertiary campus is characterised by a large and diversified portfolio of buildings with differing architecture, facade, usage and services, the self evident problem is that energy comparison between these differing buildings does not provide useful information which differs from the case in general commercial buildings.*

*Moreover, Universities are composed of different Faculties, and are not directly comparable, as a campus with a medical school will have a different energy use profile than one that does not (TEFMA benchmarks).*

*This research seeks to assist in addressing this problem by identifying common functional area (academic or activity) areas within differing buildings, grouped according to energy intensity and usage, and establishing appropriate energy benchmarks for them.*

*Assessment of these common usage areas by energy audit allows consumption benchmarks to be established, allowing meaningful comparison between areas, and between diverse whole of buildings, and prediction of energy consumption for future buildings.*

*Studies of twenty five University of Sydney campus buildings (2009 - 2014) containing over ninety functional areas, together with the use of local and overseas sources has allowed the LLO\* functional area energy bench mark consumption tool to be developed.*

*\*LLO is an acronym derived from the surnames of the three colleagues who discussed the development of the USYD Graduate Energy Audit Programme, DESC9111 in 2009.*

### Poster 2

#### Better Facilitating Events in a Medical School for the Digital Era

**Lily Nikolic**

*University Of Wollongong*

Mrs Lily Nikolic joined the University of Wollongong (UOW) Graduate School of Medicine (GSM) as Data Manager in April 2008. She supports the GSM's central data collation, analysis and reporting activities.

Along with 19 medical schools in Australia, she provides data for the Medical Schools Outcomes Database (MSOD) and Longitudinal Tracking Project which is the Australian Government's main data collection tool for Medical Education Research and Workforce Planning.

She graduated from the University of Wollongong in 2004 with a Bachelor of Information Technology, specialising in Information Systems. She has over fifteen years commercial experience specifying and maintaining applications, managing databases, reporting, analysing data and documenting information systems.

*The University of Wollongong (UOW) Graduate School of Medicine (GSM) commenced in the year 2007 and offers a graduate entry 4-years full-time study Bachelor*



of Medicine and Bachelor of Surgery (MBBS) degree. Of each student cohort, approximately 56 students will be placed at the Wollongong campus and 28 at the Shoalhaven campus both located in regional NSW, Australia.

Technology and Process Innovation is highly regarded by the UOW and encouraged in routine business operation of medical school activities at the GSM. In the Digital Era vast information is exchanged and handled on a daily basis. At the GSM the way information is used and stored ultimately results in successful medical school activities being performed and provides a better experience for all involved.

At the GSM the use of Technology and Process Innovation in the area of event coordination has proved successful with the implementation of an Events Database System (EDS) by providing better service, creating positive relationships and improving communication between all stakeholders i.e. students, staff, clinicians and the wider community.

After a GSM staff Planning Day brainstorm session EDS was built to centrally store all Event information. EDS was presented and training was provided to all GSM staff. Events are an integral part of running a medical school where stakeholders learn, grow, get inspired, feel connected and give back. The GSM hosts big events such as Graduation, Prize Nights, Enrolment Days, Admission Information Days, Objective Structured Clinical Examinations (OSCEs) and also smaller irregular events like Alumni functions, Faculty Development Program (FDP) modules, Staff farewells and Christmas Parties. In the area of event coordination the GSMs goal for everyone involved with the medical school is to have a positive memorable experience and spread good words about the school into the community.

The poster explains what was done to improve processes in a demand driven environment, to improve communication, to develop a consistent approach facilitating events, to delegate and share tasks so that the same small group did not do the activity all the time and thus not finding skills that others may be able to contribute, to be able to do evaluations and analysis with the data captured within EDS, to budget i.e. catering purposes, to be accessible online in this Digital Era.

The poster describes how the GSM developed an online secure Events database system using HTML, ASP, Microsoft Access database, JavaScript technology tools. The poster will also depict how the system was developed using the System Development Life Cycle (SDLC) process for planning, creating, testing, and deploying an information system and piloted in-house at the GSM in the year 2013.

The poster will provide stakeholder feedback of what was found after the use of EDS and what made events more successful and provided a better experience for everyone involved. Findings of communication

improvements and stakeholders being kept in the loop will be shown. EDS now provides a contingency and backup for staff when they are away from work. Historically events information was accessible only by the event organiser via an individual's email tool. EDS saves time by quickly exporting attendee information lists easily. The use of EDS has freed up time to focus on the quality of medical school events, not managing the attendee lists.

The poster will also discuss the significance of the findings and emphasise that Technology and Process Innovation has provided a better event experience and improved process. Since EDS commenced findings show a significant improvement in events accessibility with over 120 events stored centrally plus over 4000 guest/attendee registrations accessible instantly in a 2 year period. Not only is EDS now being used as a registration system but also as an attendance roll for record keeping history after the event has happened. Other schools have noticed the benefits of the system within the larger Faculty of Science, Medicine and Health (SMAH) i.e. School of Nursing, School of Chemistry and have come on board and are now using EDS.

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## Poster 3

### The Tale of Two Matrixes Caroline Molloy, David Williams Monash University

Caroline Molloy has worked in the Facilities and Services Division of Monash University for 15 years. Caroline's many roles have been Project Delivery Co-ordinator, Business Improvement and Change Specialist. Caroline also chairs the Division's Social Inclusion Committee and has been working on this project for the last 12 months.

This submission is a team effort with another Monash University Facilities and Services staff member, David Williams. David is the Division's Risk and Compliance Officer.

The projects use a similar methodology to create two matrixes, one for Fire Risk and the other for Accessibility

#### Background

The Fire Risk Management Committee of the Facilities & Services Division (FSD) utilises a strategic risk management approach in assessing the fire risk of buildings on each Australian Monash University campus. The Committee meets on a quarterly basis to review the monitoring and management of potential fire risks and is comprised of senior management within the Division.

Agenda items for the Committee include, but are not limited to:

- Statistics on Fire Alarms
- Fire Start Incidents
- Building Evacuation Statistics



- Essential Services Maintenance
- Emergency & Evacuation Diagrams
- Current Project Plans Incorporating Major Fire System Upgrades
- Halls of Residences

Each campus building is required to be maintained to the relevant standards and codes at the time they were built. The Division provides ongoing monitoring to ensure the fire protection systems of campus buildings are maintained to the applicable standards and codes relevant to the building whilst seeking to upgrade systems to reduce the overall fire risk of the university's buildings. The priority of the committee is life safety.

The Committee performs ongoing monitoring and review of potential fire risk issues through the application of a Fire Risk Management Tool, known as the Fire Risk Matrix. In addition, the Committee provides guidance, prioritisation and allocation of fire risk funding and spending.

#### Fire Risk Management Tool

The Fire Risk Matrix Tool has been developed for use within the Division and is designed to inform the fire risk categorisation of campus buildings.

The listing is intended to guide the prioritisation of funding, planning and works as it incorporates a range of different rating factors to the specifics of each university building.

It must be emphasised that the Fire Risk Matrix is designed to be a general guidance tool, and is not to be used as a substitute for detailed fire risk engineering assessment

A number of categories are used to determine the fire risk rating of a building including:

Number of levels

Use of building (room type)

Space quality of building

Condition of building and fire protection systems

Group of 8 benchmarking

Details contained in the Fire Risk Matrix are obtained from the Campus Summary Report provided by the Space Management Unit, and annual TEFMA reporting. The matrix is updated every 3-4 months as building details are subject to ongoing review and change.

#### Use of the Tool

- During the planning phase of building works and refurbishments, and new projects.
- The matrix is to be used when considering partial or full building refurbishments and highlight to the Fire Risk Management Committee for decision
- The matrix is designed to raise awareness and consideration of fire risk and the current condition of building and fire detection during the planning stage.

- Main areas to benefit from the using the Fire Risk Matrix:
  - Planning
  - Maintenance & Minor Works
  - Projects

Facilities & Services Division – Investment Prioritisation Assessment (IPA) - Access

#### Background

The Disability Sub-Committee of the Facilities & Services Division (FSD) utilises a similar risk management approach in assessing the 'Accessibility Risk' of buildings on each Australian Monash University campus.

The ability to select the investments that will provide the most benefit to the University and its community is fundamental to Investment Management. Over the past decade the practices that have been adopted to shape Access improvement investment and support investment decision making has become increasingly complex and has yielded mixed results. The Facilities and Services Division – Disability Sub-Committee has therefore established an Investment Prioritisation Assessment with the aim of providing decision-makers with a prioritisation tool that informs investment decisions for Access improvement in the built environment. It has been developed for the divisions departments to use as a part of its investment decision-making process. It is intended to serve the division as a logical systematic approach for Investment Management and provide users with basic information on prioritised investment relating to Access improvement in the built environment.

#### Overview

The IPA is a multi-layered, multi-criterion prioritisation framework has been adopted as the principal process to rank and prioritise Access improvement investment in the built environment. The IPA has been design to reflect the investment prioritisation process that underpins the Strategic Asset Management (SAM) planning tool.

The process adopts a risk management approach in assessing the built environment and ranking of Access appraisal report information and backlog. Prioritisation based on such an approach is an efficient means of identifying investment opportunities that are most likely to meet the strategic objectives and accordingly prioritise resources to implement improvements.



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