

TEMC 2014

31 AUG
-3 SEP

RAINFOREST TO REEF

*adapting to a
changing environment*

CAIRNS, QLD

CONFERENCE HANDBOOK





SafeZone

THE WORLD'S MOST EFFECTIVE CAMPUS SECURITY SYSTEM

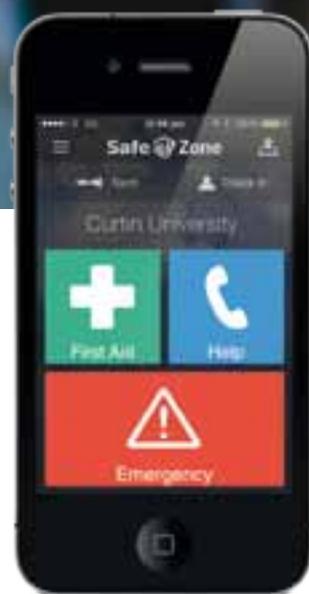
- ┆ Alerts responders in seconds
- ┆ Real-time situational awareness
- ┆ Lone worker check-in
- ┆ Cross departmental collaboration
- ┆ Reduces capital expenditure
- ┆ Enhances reputation and reduces risk



*Our students and staff now have
a Help Point in their pocket and
our security team has control
room functionality on their belts.*

Dominic Marafioti

*Campus Facilities Manager
University of South Australia*



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 **criticalarc**

+61 1300 13 53 40
contact@criticalarc.com



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Callista SMS has proven its performance in a range of Australian institutions, from the very large to the relatively small.



WELCOME

We are excited to present to you three days packed with engaging speakers and informative sessions that explore how the tertiary education sector can continue to grow and adapt to changing social, economic and environmental landscapes. Just like the stunning rainforests and Great Barrier Reef that surround our host city, organisations that willingly embrace change and adapt will survive and prosper.

Over the next three days, you will have the opportunity to learn from formal speakers and presenters, as well as many chances to network with colleagues, share challenges and solutions, and engage with sponsors and exhibitors from all areas of tertiary education management. This fosters an ideal forum to stimulate ideas and consider the way forward whilst building on the strong foundations of the past.

As well as great sessions throughout the day, the TEMC 2014 program also includes a mix of social activities over the length of the conference. Cairns is a vibrant city, renowned for its heritage areas, cultural experiences and balmy tropical atmosphere and our social program takes full advantage of this! Join us at our pool-side Welcome Reception, association dinners, summer masquerade Conference Dinner or post-conference tours, and create lasting memories of TEMC 2014.

On behalf of the organising committee we hope you enjoy your time here in Cairns and at TEMC 2014.



2014 TEMC ORGANISING COMMITTEE

Robyn Fallon (Convenor)
James Cook University

Peter McGeorge
University of New South Wales

Andrew Frowd
Queensland University
of Technology

Brigitte McKaskill
James Cook University

Shannon Johnston
James Cook University

Michelle Barker
James Cook University





WELCOME FROM ATEM & TEFMA PRESIDENTS

We are delighted to welcome you to the 2014 Tertiary Education Management Conference (TEMC) – “Rainforest to Reef”. This year our Conference will share ideas from many inspiring leaders and how our organisations are rising to the many challenges being faced in the Higher Education Sector.

In 2014, both the Tertiary Education Facilities Management Association (TEFMA) and 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 2012. We are seeing more and more people joining ATEM including 12 universities which have now taken out premium corporate membership.

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

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

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

TEFMA supports excellence in teaching, learning, research and community engagement in the tertiary education sector through:

- » Leadership and professionalism
- » Collaboration and knowledge sharing
- » Professional development
- » Promotion of innovation

in strategic and operational facilities management.

TEFMA, with institutional members in Australia, New Zealand, Hong Kong and Macau and a significant number of business partners, provide vital strategic and operational infrastructure and services in support of tertiary education in the Australasian region.

This year, TEFMA provided support and advice to peak bodies centered around discussions with Universities Australia and the Australian Government Department of Education, for TEFMA Benchmarking to replace the annual Capital Asset Management Survey. This resulted in TEFMA entering into a three-year license with the Department of Education to use TEFMA Benchmarking information. TEFMA are currently looking at similar arrangements with the Tertiary Education Commission in New Zealand and NSW and Queensland TAFEs.

This year the annual Director’s Forum attracted the largest number of participants with presentations from the TEFMA Patron, Universities Australia representative from the Deputy Vice-Chancellors (Corporate) Group and representatives from the New Zealand and Australian Governments.

Laboratories were the theme for this year’s TEFMA Workshop which was arranged around planning, design, maintenance and compliance issues. Over 100 people attended the workshop and excellent feedback was received. The three-day TEFMA Leadership Development for the Facilities Manager was once again held and the feedback from participants was extremely positive.

On behalf of ATEM and TEFMA, we would like to thank the Conference Organising Committee and Leishman Associates for their commitment and dedication in putting this event together over the past two years. The Local Organising Committee comprises volunteer members, who met regularly to plan and develop an informative and innovative Conference for both respective associations. 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 the tropics in beautiful Cairns and find the 2014 TEM Conference informative, challenging and rewarding.



Dr Stephen Weller
President ATEM



Brian Yearwood
President TEFMA



CONFERENCE MANAGERS

Leishman Associates

113 Harrington Street, Hobart TAS 7000
P. 03 6234 7844 E. renee@laevents.com.au
www.temc.org.au



ASSOCIATION INFORMATION

ASSOCIATION FOR TERTIARY EDUCATION MANAGEMENT



Association for Tertiary Education Management

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

Established in 1976, today it has a record 1,500 individual members and 75 corporate members.

Members are found across the breadth of the academic environment, including universities, TAFEs, polytechnics and Wanagas, private providers, government departments and other related organisations.

In 2014, ATEM has an important commitment to Connect your Career with People and Practice.

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

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

ATEM looks to publicise the value adding that our members provide to the sector through the administration and promotion of our best practice award. This year we are once again proud to celebrate the 3rd annual ATEM/Campus Review Awards for Best Practice in Tertiary Education Management.

In addition to ATEM and the L.H.Martin institute for Leadership and Management are continuing to see many registrations in to our Emerging Leaders and Managers program (eLAMP) with many individual institutions commencing their own cohorts.

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

TERTIARY EDUCATION FACILITIES MANAGEMENT ASSOCIATION



TEFMA supports excellence in teaching, learning, research and community engagement in the tertiary education sector through:

- » Leadership and professionalism
- » Collaboration and knowledge sharing
- » Professional development
- » Promotion of innovation in strategic and operational facilities management.

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CONFERENCE & GENERAL INFORMATION

ACCOMMODATION

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

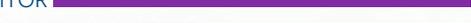
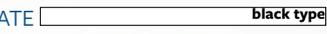
ATM'S

There is no ATM located in the Cairns Convention Centre. The closest ATM is located at the ANZ Bank on Grafton Street or within the Pullman Reef Casino, both locations are 5 minutes walk from the Cairns Convention Centre.

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 
- TEFMA 
- GUEST SPEAKER 
- DELEGATE 
- SPONSOR 
- EXHIBITOR 
- ORGANISING COMMITTEE 
- CONFERENCE MANAGER 
- MONDAY DELEGATE  **blue type**
- TUESDAY DELEGATE  **red type**
- WEDNESDAY DELEGATE  **black type**

DINNER SEATING

Seating and table allocation for both the **TEMC Dinner** on Wednesday 3 September (included in full registration) and the TEFMA Dinner on Monday 1 September will be by way of sticker allocation, as in previous years.

All delegates registered to attend the **TEMC Dinner** (included in full registration) will receive a **GREEN** sticker to be placed on the table sheets near the registration desk. These sheets will be available from Sunday 31 August and will be taken down at the end of morning refreshments on Wednesday 3 September or as they become full.

All delegates registered to attend the **TEFMA Dinner** will receive a **PINK** sticker to be placed on the sheets near the registration desk. These sheets will be available from Sunday 31 August and will be taken down at the end of lunch on Monday 1 September.

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

DRESS

Dress throughout the day is smart casual or informal business.

EMERGENCY MEDICAL CARE

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

ENTRY TO CONFERENCE SESSIONS

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

INTERNET ACCESS

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

Password - cairns2014

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.

CAIRNS TURTLE REHABILITATION CENTRE

TEMC 2014 along with ATEM & TEFMA are proud to be supporting the Cairns Turtle Rehabilitation Centre. (CTRC)

CTRC was started in 2000 at the aquarium in the pier centre. Two marine biologists, Paul Barnes who was the curator at the aquarium and Jennie Gilbert were asked to look after a turtle that was found floating on the Great Barrier Reef by a member of the public and brought in by a government ranger. This turtle did not make it unfortunately. Another turtle was brought in Angelica and adult female green turtle suffering from floating syndrome. Whilst in care the aquarium closed and Jennie and Paul were left with a large turtle with no home. A local cruise company came to the rescue and donated a small parcel of land in Cairns along the inlet.

With the assistance of Cairns people and local businesses a basic centre was set up in 2002. For the first 6 years there was only Jennie and Paul then they got their first volunteer to assist. Now there are over 60 dedicated volunteers assisting these sick and injured turtles.

With the extreme weather conditions since 2011 starting with Cyclone Larry and then Cyclone Yasi, inshore seagrass beds along the Queensland coast have been decimated. Sea turtles and dugongs are now starving to death from the lack of feeding grounds, and Cairns Turtle Rehabilitation Centre has had unforeseen numbers of turtles brought into the centre in need of care.

The turtles are found floating on the ocean surface or washed up on beaches with extremely low body weights. Queensland Parks Rangers are notified, the turtles picked up and taken to Marlin Coast Veterinary Hospital for initial treatment, then transferred to CTRC. Unfortunately the centre in Cairns reached capacity, as did the other rehabilitation centres in Queensland due to the influx of starving turtles.

A new and larger facility to care for the increased number of affected Turtles was urgently in demand. The ideal place was Fitzroy Island, with cleaner water, more space and easy access perfect conditions for sick and injured Turtles to recover.

The passionate team of volunteers from CTRC and staff from Fitzroy Island Resort worked to make this new and exciting project possible. Cairns Turtle Rehabilitation Centre has been successfully rehabilitating turtles since year 2000 in the present location at Cairns. CTRC is also actively involved with schools and universities offering work experience and placement. Many of the turtles in the centre were found suffering floaters syndrome this is a term for air under the shell. This causes them to float and they are unable to dive down and feed or sleep on the bottom. If they are not found they just starve.

This is the most common problem we see with our turtles, BUT in the past few years we are seeing Green turtles suffering from starvation. This has been caused by the seagrass that is inshore of the reef has been wiped out due to cyclones and floods. Green sea turtles eat seagrass. The seagrass is slowly coming back but the experts say it could be another 2 years before there is enough food.

The species we see brought into the centre are green, hawksbills, flatbacks and olive ridley's. The centre holds up to 20 turtles in hospital at a time. When they are released sometimes we put a satellite tracker on them to see how well they have recovered after being in hospital. The trackers are expensive \$8,000 each so not all turtles can be tracked.

PARKING

The Cairns Convention Centre's car park is by way of ticket operated boom gate with a per entry fee of \$5.00. Access to the car park is via Sheridan Street. The car park will be open on Sunday - Thursday.

PHOTOGRAPHS, VIDEOS, RECORDING OF SESSIONS

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

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

REGISTRATION DESK

The Registration Desk is located on the Ground Level of the Cairns Convention Centre as you enter the main foyer door. 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 31 August	11.00am – 5.30pm
Monday 1 September	7.00am – 5.00pm
Tuesday 2 September	6.30am – 5.00pm
Wednesday 3 September	8.00am – 5.00pm

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.

SPEAKER'S AND SPEAKERS PREPARATION ROOM

All speakers should present themselves to the speaker's preparation Room, located on Level One of the Cairns Convention Centre at least 4 hours before their scheduled presentation time, to upload their presentation. Speakers are requested to assemble in their session room 5 minutes before the commencement of their session, if possible, to meet with their session chair and to familiarize themselves with the room and the audio visual equipment. For information on the chairperson attending your session, please see the registration desk.

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

SMOKING

The Cairns Convention Centre and all other conference venues are non-smoking. Guests are allowed to smoke outside or in designated areas.





TEMC 2014 TRADE EXHIBITION COMPETITIONS

This year TEMC will be running two interactive games within the Trade Exhibition. Delegates will be required to visit the trade exhibitors and sponsors to collect tokens. Once you have ten tokens you need to present yourself with the tokens to the games stand within the Trade Exhibition. Here you will be given the chance to catch a fish or some butterflies. If successful you will be able to select and envelope that contains a prize. Prizes range from Ipads to travel vouchers to wine and the odd booby prize.



TEMC APP

The TEMC App is available again for the 2014 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: eventmobi.com/temc2014, 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, eventmobi.com/temc2014 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.

DISCLAIMER

The 2014 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.

OUR COMPANY

Total Essential Services was established by a group of professionals with 40 years' experience in Specialist Essential Safety Measures, specialising in Educational, Institutional, AFL grounds, Petrochemical sites, Aircraft facilities, Fuel farms, Marine facilities, Hotels, Commercial and Industrial Plants.

Our staff (including management) currently 20, have skills in Essential Safety Measures Audits & Fire Audits. Our many years of field experience in the building industry and multi-skilling, places our company in a position to fulfil a strong commitment to customer satisfaction and quality service.

As experienced Essential Safety Measures Auditors we are fully aware of customer needs. As a result customers gain the confidence and peace of mind knowing that their buildings are in safe hands.

TESG have live reporting technology to guarantee our customers the finest service available, without any interruption to the day-to-day operation of their business.

Our company is built on the belief that the customer comes first and that "service" is not just a word. We are dedicated to the cause of safety by providing a consistent, accurate service aimed at ensuring our customers meet the regulatory requirements in an accurate and cost effective manner.

In addition, we will strive to build a good working and professional relationship with our customers.

WHAT WE DO

Total Essential Services Group carry out audits on buildings and prepare reports relating to those items identified as Essential Safety Measures under Part I of the National Construction Code, including Logbooks and Reports, Fire and Smoke Door Inspections, Specialist Maintenance Contractors – Statement Monitoring Activities and Annual Statements.

As a company we have undertaken many compliance surveys to ensure buildings can adapt to the new maintenance standard AS1851 – 2012(.) Routine service of fire protection systems and equipment. To adopt this standard it is recommended that reasonable due diligence needs to be carried out. In addition to this requirement AS1851 – 2012(.) has a survey component that needs to be satisfied. Total Essential Services Group can assist with the survey, this survey further defines competency levels to which TESSG meet and exceed the requirements.



CONFERENCE PROGRAM

SUNDAY		31 August
9.00am – 12.30pm	Pre Conference Workshop <i>A Crash Course In Creative Thinking</i>	
12noon – 6.00pm	Registration Desk Opens <i>Cairns Convention Centre</i>	
6.00pm – 8.30pm	Welcome Reception <i>Poolside</i> <i>Pullman International</i>	 HINDMARSH Leadership at work
MONDAY		1 September
DAY ONE OF CONFERENCE PROUDLY SPONSORED BY CRITICAL ARC		
7.00am	Registration Desk Opens <i>Cairns Convention Centre</i>	
8.30am – 8.40am	Welcome to TEM C 2014 <i>Hall A/B</i> <i>Cairns Convention Centre</i>	
8.40am – 8.45am	Welcome To Country	
8.45am – 8.50am	Opening Comments <i>Robyn Fallon</i> <i>2014 TEM C Convenor</i>	
8.50am – 9.10am	Opening Address <i>Lt. Gen. John Grey AC (Retired)</i> <i>Chancellor, James Cook University</i>	
9.10am – 9.20am	Sponsor Speak Easy <i>Day 1 Sponsored by Critical Arc</i>	
9.20am – 10.10am	Dare to Dream <i>Theresa Gattung</i> <i>Sponsored by Lyons Architecture</i>	
10.10am – 10.15am	Sponsor Speak Easy <i>Lyons Architecture</i>	
10.15am – 10.45am	MORNING REFRESHMENTS	TODAY REFRESHMENTS SPONSORED BY 
10.15am – 10.45am	First Timers and International Delegates Reception	PROUDLY SPONSORED BY 



**KEY:**

WHITE = ATEM & TEFMA



YELLOW = TEFMA



BLUE = ATEM

10.45am – 11.35am

Concurrent**A****SESSION 1 — ROOM 1
Environment & Sustainability**

Radical Changes are Possible - A New Compact with the College of Law Employees

Adrienne Riggs

**SESSION 2 — ROOM 2
Facilities Management & Infrastructure**

TEFMA International Strategic Partners Presentation

**SESSION 3 — ROOM 3
Internationalisation**

The Birth of a New Institute

*Alan Duffy
Georgia Singleton*

**SESSION 4 — ROOM 4/5
Policy & Administration**

Big Rain is Coming: The Roles of Key Change Agents, Business Analysts & Business Readiness Consultants in Implementing Major Change in a Higher Education

*Prisca Cradick
Sophia Haccou*

**SESSION 5 — ROOM 6/7
Policy & Administration**

2014 & Beyond: Innovative Thinking in a Changing Environment Changing the Policy & Administrative Environment to Incorporate New Technologies in New Ways of Undertaking Administrative Work

Dianne Van Eck

**SESSION 6 — ROOM 8
The Staff Experience**

Papua New Guinea Challenges in Efficient Resource Use & Management at the University Department Level

*Ora Renagi
Larry Orsak*

**SESSION 7 — ROOM 9
The Student Experience**

Great Experiences Require Great Processes

*Harald Baulis
Ian Thomson*

11.40am – 12.30pm

Concurrent**B****SESSION 1 — ROOM 1
Environment & Sustainability**

Green Furbishment Sustainable Building Refurbishment Strategies at UOW

Bruce Flint

**SESSION 2 — ROOM 2
Facilities Management & Infrastructure**

RMIT Sustainable Urban Precincts Project

*Russell Evans
Darren McKee*

**SESSION 3 — ROOM 3
Internationalisation**

Benchmarking International Student Experience

*Tim Duffy
Sara Booth*

**SESSION 4 — ROOM 4/5
Policy & Administration**

Service Matters - Or Does It? A Case Study of Implementing a University Wide Service Improvement Framework

*Sharone Ciancio
Betty Trezzi*

**SESSION 5 — ROOM 6/7
Policy & Administration**

Entrepreneurial Research in a Public Sector Culture: One School's Experience of the Introduction of a Fully Comprehensive Project Costing Model

*Leisa McGuinness
Connie Mogg*

**SESSION 6 — ROOM 8
The Staff Experience**

Actions Speak Louder Than Words: The UWS MyVoice Journey & Achievements

*Kelly Lanfranca
Aggie Lim*

**SESSION 7 — ROOM 9
The Student Experience**

Using the Student Lifecycle to Guide Strategy & Change: QUT Business School Initiatives that Enhance the Student Experience

Gina Courtney

12.30pm – 1.30pm

LUNCHTODAY REFRESHMENTS
SPONSORED BY

1.30pm – 2.20pm

Concurrent

C

<p>SESSION 1 — ROOM 1 Environment & Sustainability</p> <p>Designing & Delivering Facilities in Environmentally Sensitive & Remote Regions</p> <p><i>Brad Muller</i></p>	<p>SESSION 2 — ROOM 2 Facilities Management & Infrastructure</p> <p>How Innovative Building Technologies Harvests Big Data to Enable Superior Decisions</p> <p><i>Nathaniel Galindo John Peacock Harry Troedel</i></p>	<p>SESSION 3 — ROOM 3 Internationalisation</p> <p>Success in Saudi: Surviving or Thriving?</p> <p><i>Sheryl Morgan</i></p>
<p>SESSION 4 — ROOM 4/5 Policy & Administration</p> <p>TEQSA: Evolving for More Effective Regulation</p> <p><i>Ian Kimber Catherine Fitzgibbon</i></p>	<p>SESSION 5 — ROOM 6/7 Policy & Administration</p> <p>Improving Transparency & Accountability in University Administration in the Asia Pacific: The Case of Papua New Guinea</p> <p><i>Albert Schram</i></p>	<p>SESSION 6 — ROOM 8 The Staff Experience</p> <p>Staff Training & Development Program for Sessional Employees</p> <p><i>Adriana Bonifacio Dora Poulakis</i></p>
<p>SESSION 7 — ROOM 9 The Student Experience</p> <p>The Value of Youth Insights</p> <p><i>Lorraine Ryan</i></p>		

2.25pm – 3.15pm

Concurrent

D

<p>SESSION 1 — ROOM 1 Environment & Sustainability</p> <p>Integrated Waste Management at USC</p> <p><i>Hailey Bolland</i></p>	<p>SESSION 2 — ROOM 2 Facilities Management & Infrastructure</p> <p>From Paper Plans to Six-Dimensional Campus Models - James Cook University's Asset Decision Support System</p> <p><i>David Roy</i></p>	<p>SESSION 3 — ROOM 3 Internationalisation</p> <p>The Future of The Campus: A Review of International Master Plans & Campus Trends & Themes</p> <p><i>Adam Davies</i></p>
<p>SESSION 4 — ROOM 4/5 ATEM Focus</p> <p>Valuing the Roles of Professional Staff in Higher Education: A UK/AUA and a Australian/ATEM Perspective</p> <p><i>Melissa Bradley Carroll Graham</i></p>	<p>SESSION 5 — ROOM 6/7 Policy & Administration</p> <p>The Benefits of Applying Stakeholder Engagement Frameworks to Program Management</p> <p><i>Michelle Barker</i></p>	<p>SESSION 6 — ROOM 8 The Staff Experience</p> <p>Ready, Set, Go! Preparing an Organisation for Change Readiness</p> <p><i>Cheryl Fullwood Nicola Howard</i></p>
<p>SESSION 7 — ROOM 9 The Student Experience</p> <p>Sticky Campus: Re-Inventing Retail for the 24/7 Campus</p> <p><i>Suzee Brain</i></p>		

3.15pm – 3.45pm

AFTERNOON REFRESHMENTS

TODAY REFRESHMENTS SPONSORED BY



3.45pm – 3.50pm

Sponsor Speak Easy
Campus Living Villages



3.50pm – 3.55pm

Sponsor Speak Easy
Integrated Technical Management



3.55pm – 4.45pm

Demographic Trends Shaping Australia's Tertiary Sector
Bernard Salt
Sponsored by Integrated Technical Management



4.45pm

Close of Day 1

6.00pm – 9.30pm

ATEM Awards Night
*Grand Ballroom & Garden
Hilton Hotel*



6.45pm – 11.00pm

TEFMA Awards Dinner
Shangri-La Hotel





TUESDAY

2 September

6.30am	Registration Desk Opens <i>Cairns Convention Centre</i>	
7.30am – 9.00am	A TEM Breakfast <i>Meeting Rooms 3 & 4</i>	 Association for Tertiary Education Management
7.30am – 9.00am	TEFMA Breakfast & AGM <i>Meeting Room 1 & 2</i> <i>Sponsored by IBM</i>	 
9.00am – 9.10am	Welcome to the Day & Housekeeping <i>Hall A/B</i>	
9.10am – 9.15am	TEMC 2014 Charity <i>Cairns Turtle Rehabilitation Centre</i> <i>Jennifer Gilbert</i>	
9.15am – 9.20am	Sponsor Speak Easy <i>Capital Insight</i>	 strategy planning delivery management
9.20am – 10.10am	A University for the Tropics <i>Professor Sandra Harding</i> <i>Vice-Chancellor and President, James Cook University</i> <i>Sponsored by Capital Insight</i>	 strategy planning delivery management
10.10am – 10.20am	A TEM Speak Easy	 Association for Tertiary Education Management
10.20am – 10.50am	MORNING REFRESHMENTS	TODAY REFRESHMENTS SPONSORED BY 

10.50am – 11.40am

Concurrent

E

SESSION 1 — ROOM 1

Environment & Sustainability

Green Laboratories – the Reality

Lynette Williams

SESSION 2 — ROOM 2

Facilities Management & Infrastructure

Reloading the Processes for Delivering Complex Facilities

Mark O'Dwyer
Andrew Russell

SESSION 3 — ROOM 3

Internationalisation*Ontario@CSU-10 Years On: From the Wattle to the Maple Leaf- Lessons Learnt in Facility Management**Keith Hogan*SESSION 4 — ROOM 4/5
Facilities Management & Infrastructure

Building A Smarter Campus: How Analytics is Changing the Academic Landscape

*Tony Stack*SESSION 5 — ROOM 6/7
Policy & Administration

What is Good Policy Writing?

Mark Hatwell
*Kai Jensen*SESSION 6 — ROOM 8
The Staff Experience

Effective Performance Appraisal: Asking the Right Questions

*Carol Cardno*SESSION 7 — ROOM 9
The Student Experience

Targeted Student Contact to Improve Retention & Attrition

David Donnelly

11.45am – 12.35pm

Concurrent

F

SESSION 1 — ROOM 1

Environment & Sustainability

New Horizons

Hari Pliambas

SESSION 2 — ROOM 2

Facilities Management & Infrastructure

TEFMA Web Benchmarking Software

*Brian Yearwood*SESSION 3 — ROOM 3
Next Generation Learning Spaces & Pedagogy

Rise of a MOCC: Massive On-Campus Course

*Gregory Nash*SESSION 4 — ROOM 4/5
Facilities Management & Infrastructure

Improving Space Utilisation for University Facilities

Craig Langston
*Eddie Parker*SESSION 5 — ROOM 6/7
Policy & Administration

It's a (Policy) Jungle Out There

Kathryn Blyth
*Gerard Goodwin-Moore*SESSION 6 — ROOM 8
The Staff Experience

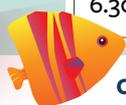
Learning Resources: Meaningful Metrics for Teaching & Learning

Loretta Atkinson
*Stacey Van Groll*SESSION 7 — ROOM 9
The Student Experience

Staying the Distance Strategies to Improve Student Retention

Natalie Downing
Ruth Pring

12.35pm – 1.30pm	LUNCH			TODAY REFRESHMENTS SPONSORED BY	
12.35pm – 1.30pm	Poster Defence <i>Sponsored by PMA</i>				
1.30pm – 2.20pm					
Concurrent G	SESSION 1 — ROOM 1 Environment & Sustainability	SESSION 2 — ROOM 2 Facilities Management & Infrastructure	SESSION 3 — ROOM 3 Next Generation Learning Spaces & Pedagogy		
	Future Proofing Universities <i>John Miller</i>	Implementing a Smartphone Based Incident Coordination & Control System at Six Australian Universities <i>Robert Christie</i> <i>Dominic Marafioti</i>	Everyone on the Bus - Leading User Groups Towards the Vision <i>Andrew Frowd</i> <i>Geoff Street</i>		
SESSION 4 — ROOM 4/5 Facilities Management & Infrastructure	SESSION 5 — ROOM 6/7 Policy & Administration	SESSION 6 — ROOM 8 The Staff Experience	SESSION 7 — ROOM 9 The Student Experience		
Management of Outsourced Contracts - Optimising Performance Through KPIs <i>Scott Alden</i> <i>Alison Fincher-Johnson</i>	Delivering a Joint Medical Program: A Student Administration Perspective <i>Enrico Fabian</i> <i>Julia Rolph</i> <i>Bree Slater</i>	Twenty Five Years in the Job - Talk About a Changing Environment! <i>Judy Szekeres</i>	Enabling the Student Voice (Not Just the Loudest Student) <i>Renee Boyer-Wilson</i>		
2.25pm – 3.15pm					
Concurrent H	SESSION 1 — ROOM 1 The Staff Experience	SESSION 2 — ROOM 2 Facilities Management & Infrastructure	SESSION 3 — ROOM 3		
	Operationalising Academic Performance: Implementing Teaching Performance Expectations <i>Sara Booth</i> <i>Cassandra Saunders</i>	Campus Development Planning: A New Approach <i>Bradley Williamson</i> <i>Naomi Nielsen</i>			
SESSION 4 — ROOM 4/5 Facilities Management & Infrastructure	SESSION 5 — ROOM 6/7 Policy & Administration	SESSION 6 — ROOM 8 The Staff Experience	SESSION 7 — ROOM 9 Facilities Management & Infrastructure		
BIM for FM - An Opportunity for Existing Portfolios <i>Christopher Pynn</i>	Marks & Grades - Change, Collaboration & Connected Technology <i>Julieann Smith</i> <i>John Simpson</i>	Unscrambling the Egg: Reflections on a Successful University Change Program <i>Damien Barry</i>	A Visionary Approach the Integration of Google Glass Technology into Facilities Management Systems <i>Walter Rafin</i>		
3.15pm – 3.45pm	AFTERNOON REFRESHMENTS			TODAY REFRESHMENTS SPONSORED BY	
3.40pm – 3.50pm	Sponsor Speak Easy Woods Bagot and Wilde & Woollard				
3.50pm – 4.00pm	TEFMA Speak Easy				
4.00pm – 4.50pm	Indigenous Australian Tertiary Education: Personal and Professional Perspectives <i>Professor Martin Nakata & Dr Sana Nakata</i> University of New South Wales & University of Melbourne <i>Sponsored by Campus Living Villages</i>				
4.50pm	Close of Day 2				
5.15pm	Sponsors & Exhibitors Thank You Function (Invitation Only) <i>Bá8 Lounge Bar, Shangri-La Hotel</i>				
6.30pm	ATEM Ghosts Soiree <i>Salthouse Restaurant</i>				





WEDNESDAY

3 September

7.00am	Registration Desk Opens Cairns Convention Centre	
8.40am – 8.50am	Welcome to the Day & Housekeeping Hall A/B	
8.50am – 9.40am	Risk and Competition in Higher Education Michael Wesley Professor of National Security Director, School of International, Political and Strategic Studies Australian National University Sponsored by Root Projects Australia	
9.40am – 9.45am	Sponsor Speak Easy Root Projects Australia	
9.45am – 10.15am	MORNING REFRESHMENTS	TODAY REFRESHMENTS SPONSORED BY 

10.15am – 11.05am

Concurrent

I	SESSION 1 — ROOM 1 Environment & Sustainability A Case Study in Practical Sustainability: The New Building for the University of Melbourne Faculty of Architecture, Building & Planning Jeffery Robinson	SESSION 2 — ROOM 2 Facilities Management & Infrastructure TEFMA, Maurie Pawsey Schneider Electric Scholarship 2013 The Baton Change: The Transition Between Capital Investment to Maintenance & Operations Joe Santangelo	SESSION 3 — ROOM 3 Next Generation Learning Spaces & Pedagogy Change is Inevitable, Reinventing Curriculum, Staff & Spaces: The Journey to Implement the Centre for Advanced Design in Engineering Training (CADET) Monica Moore
	SESSION 4 — ROOM 4/5 The Staff Experience Institute for Marine & Antarctic Studies: A Waterside Working Community Meaghan Dwyer	SESSION 5 — ROOM 6/7 Policy & Administration Same But Different: Conceptions & Management of Institutional Policy in the United States, New Zealand & Papua New Guinea Brigid Freeman	SESSION 6 — ROOM 8

11.10am – 12noon

Concurrent

J	SESSION 1 — ROOM 1 Environment & Sustainability Addressing the Challenges of a Changing World Through an Exemplar Sustainable Building Anne Kovachevich	SESSION 2 — ROOM 2 Facilities Management & Infrastructure ANU Colleges of Science - Collaborative Project Management - Sharing the Risks & the Rewards Jonathan De Puit Simon Foxcroft	SESSION 3 — ROOM 3 Next Generation Learning Spaces & Pedagogy Educational Leadership Perspectives on University Learning Spaces - Informing & Being Informed by Ideas from Senior Stakeholders Kenn Fisher
	SESSION 4 — ROOM 4/5 The Staff Experience Business Weds IT: Saving the Relationship from Divorce Kai Jensen Abhijith Mani	SESSION 5 — ROOM 6/7 Policy & Administration Our Campus 21C: Towards a New Master Plan for the University of Melbourne Alexandra Lowlor Michael Tracey	SESSION 6 — ROOM 8 The Staff Experience Designing an Academic Workload Model in the Age of Online & Blended Learning Stijn Dekeyser

12noon – 1.00pm		LUNCH		TODAY REFRESHMENTS SPONSORED BY	Hames Sharley
1.00pm – 1.50pm					
Concurrent K	SESSION 1 — ROOM 1 Environment & Sustainability	SESSION 2 — ROOM 2 Facilities Management & Infrastructure	SESSION 3 — ROOM 3 Next Generation Learning Spaces & Pedagogy		
	The Healthy Campus <i>John Miller</i>	The Doherty Institute. Facility Design & Construction for the Transition from Project to Operation & Maintenance <i>Leo Fincher-Johnson</i>	A New Building For The Faculty Architecture, Building & Planning: A Building with a Pedagogical Purpose <i>Andrew Deveson Meaghan Dwyer Pippa Stockfeld</i>		
SESSION 4 — ROOM 4/5 The Staff Experience	SESSION 5 — ROOM 6/7 Policy & Administration	SESSION 6 — ROOM 8 The Staff Experience	SESSION 7 — ROOM 9 The Student Experience		
Change? Communicate, Engage - Prosper! <i>Jacqui Martin Ian Smith</i>	The Real Value of an Information Asset Register <i>Chelsea Harper Kate Kirby</i>	From Chaos to Creativity Enabling Managers to Become Leaders & Building Transformational & Enduring Change <i>Stefen Rothman Jarrod Shearer</i>	Transforming the Textbook Learning Landscape - Delivering a Device & Publisher Agnostic Ebook Library for Students & the Academic <i>Thorsten Wichtendahl</i>		
1.55pm – 2.45pm					
Concurrent L	SESSION 1 — ROOM 1 Next Generation Learning Spaces & Pedagogy	SESSION 2 — ROOM 2 Facilities Management & Infrastructure	SESSION 3 — ROOM 3 Next Generation Learning Spaces & Pedagogy		
	Constructing the New Macmahon Ball Theatre in the Round & Getting it Right with all of its Complexities & Constraints. We have Nicknamed it "The United Nations" <i>Kenneth Hodgson James Jones</i>	Enlightened Leadership in Asset Management - Managing Complexity & Growth -Where There's a Will <i>Graham Constable Peter Eaton</i>	Aligning Cultural Change, Pedagogical Innovation & Space Utilisation Maximisation with a Spatial Solution. A Case Study: The Sustainable Industries Education Centre (SIEC) or Tonsley TAFE <i>Robert Burton Emma Marshall Ana Sala-Oviedo</i>		
SESSION 4 — ROOM 4/5 The Staff Experience	SESSION 5 — ROOM 6/7 Policy & Administration	SESSION 6 — ROOM 8 The Staff Experience	SESSION 7 — ROOM 9 The Student Experience		
Caught Standing Still? Or Thriving by Moving Forward: Adapting to Change in the Tertiary Environment. <i>Ben Evans Danielle Gericke</i>	IT / Faculties: Building Effective Partnerships <i>Denise Black</i>	Friends Across Swanston Street: Building Cross-Unit Connectedness Through Mentoring Partnerships <i>Ann Hornsby Kai Jensen</i>	A Case Study of Community Engagement with Tangible Outcomes <i>Robyn Causley</i>		
2.45pm – 3.15pm		AFTERNOON REFRESHMENTS		TODAY REFRESHMENTS SPONSORED BY	Hames Sharley
3.15pm – 3.20pm	Sponsor Speak Easy Umow Lai				
3.20pm – 4.10pm	Idea to Reality Daniel Flynn Thankyou Group <i>Sponsored by Umow Lai</i>				
4.15pm – 4.25pm	Launch of TEMC 2015				
4.25pm – 4.40pm	Conference Close and Thank You				
7.00pm – 12midnight	TEMC Gala Dinner <i>Summer Masquerade Cairns Cruise Liner Terminal</i>		 		





THURSDAY

4 September

8.30am	Post Conference Tour Depart: Pullman Cairns International Hotel
1.00pm	Post Conference Tour Return



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Proud accommodation partner of the University of Melbourne

Campus Living Villages (CLV) is pleased to announce a new partnership with the number one university in Australia*, the University of Melbourne. The 648-bed student village is being developed under a 38-year Build, Own, Operate, Transfer (BOOT) agreement and is due to open for Semester 1, 2016.

This follows CLV's successful management acquisition of 1,251 beds at the University of Western Sydney (UWS). The UWS project involved innovative financing arrangements to maximise the value and commercial benefit of the agreement for the University.

CLV specialises in all aspects of the design, development and management of student housing. Talk to us about tailoring a solution to suit the unique requirements of your campus.

*Based on the Times Higher Education World University Rankings 2013-2014

GUEST SPEAKERS



Lieutenant General John Grey AC

The Chancellor, James Cook University

As Chancellor of the University, Lt. Gen. John Grey AC (Retired) is the Chair of the University's governing body, Council and presides over all Council meetings. The Chancellor is elected to this honorary position by the members of the Council. The Chancellor provides leadership and facilitates the work of the Council effectively and ethically, providing a focal point for ensuring the achievement of the Council's own objectives, Statement of Strategic Intent and effective governance and maintaining the high standing of the University in the wider community. The Chancellor also performs ceremonial functions such as presiding over Graduation Ceremonies. Lt. Gen. Grey AC was first appointed as Chancellor in 1999 and his current term of office will expire in March 2016.



Bernard Salt

Bernard Salt is a KPMG Partner based in Melbourne. Bernard has established an enviable reputation as a trend forecaster.

Bernard is a compelling and entertaining speaker engaged by both the private and public sectors to present a perspective of how social, cultural and demographic change might shape the future business environment.

Bernard is a best-selling author of three popular books on demographic change and a columnist with The Australian and Melbourne Herald Sun newspapers. He is also one of Australia's most quoted social commentators, appearing regularly on many radio and television programs.

DEMOGRAPHIC TRENDS SHAPING AUSTRALIA'S TERTIARY SECTOR

The Australian economy is changing. Since the global financial crisis the shift from manufacturing to services has gathered pace. The nation is hungry for knowledge workers across the health, education, mining, IT and professional services sectors. More than ever universities are under pressure to deliver more and to compete globally for talent. Add into the mix technological change which could see bricks and mortar campuses morph more into the digital space plus the opportunity and the need to incorporate non-English speaking students into the education process, and you have what might be termed a challenging environment. The tertiary education sector like never before will be relied upon to deliver the skills and the entrepreneurs that will lead the Australian nation into the 21st century. Bernard Salt is a compelling speaker with a powerful message as to where universities need to be in Australia.



Theresa Gattung

DARE TO DREAM

For 8 years Theresa was CEO and Managing Director of Telecom New Zealand a \$5 billion turnover telecommunications business operating in New Zealand and Australia and listed on the NZX, ASX and NYSE. During her tenure as CEO she led Telecom through world-changing technology developments and the evolution of the business from a traditional Telco to the number one IT provider in New Zealand. Prior to becoming CEO she held roles there as Group General Manager, accountable for revenues of NZ\$3 billion and responsibility for over 3,500 staff, and General Manager, Marketing. Before joining Telecom Theresa held a number of marketing roles in the financial services sector having obtained degrees in Bachelor of Laws (LLB) and Bachelor of Management Studies (Hons).

Since leaving Telecom, Theresa has written her best-selling autobiography *Bird on a Wire* and chaired companies in both New Zealand and Australia, most notably joining the AIA Australia Board as an Independent Director in May 2009 and being appointed as Chair of the Board in March 2010. AIA Australia won the Australian & New Zealand Insurance & Finance (ANZIIF) Life Insurance Company of the Year in 2012 and 2013, and the Australian Financial Review Smart Investor Life Company of the Year 2012. She is also Chair of Telco Technology Services Limited (TTS) and Independent Director of Equestrian Sports New Zealand. In 2013, Theresa co-founded My Food Bag. Initially launched in New Zealand the company has grown quickly and has recently been launched in Australia.

Theresa is involved with a number of not-for-profit and philanthropic interests, including being co-founder and trustee of the Eva Doucas Charitable Trust, and Chair of the Wellington SPCA. Telling her story to date and looking through the lens of corporate, governance, entrepreneurial ventures and not-for-profit organisations Theresa will share relevant lessons learned and explore what industry is looking for in graduates today .. from the start line to the finish line!



Professor Sandra Harding

Vice-Chancellor and President, James Cook University
BSC (HONS) ANU, MPUBADMIN UQ, PHD NCSU, HON DOC JIU, FACE, FQA, FAICD, FAIM

Professor Sandra Harding took up her appointment as Vice-Chancellor and President of James Cook University Australia in January 2007. In this role, she is responsible for ensuring clear and effective leadership and management of the University across all operating sites, including campuses in Cairns, Singapore and Townsville.

Professor Harding has extensive academic and academic leadership experience. An economic sociologist by training, her areas of enduring academic interest include work, organisation and markets and how they work. She also has a keen interest in public policy, particularly education policy and other policy domains affecting higher education.

Professor Harding has undertaken a wide variety of external roles within the business community and the higher education sector.

Current roles include: Chair, Universities Australia; Member, the Australia-China Council Board; Co-Vice Chair, the New Colombo Plan Reference Group; Member, International Education and Training Advisory Council Queensland; Director, Regional Australia Institute; Council Member, the Australian Institute for Marine Science; Director, North Queensland Cowboys NRL club; Member, Defence Science and Technology Organisation (DSTO) Advisory Board; Member, Australian Research Council (ARC) Advisory Board; Director of Townsville Enterprises and of Advance Cairns (regional economic development bodies); and; a Governor of the Committee for Economic Development of Australia (CEDA).

A UNIVERSITY FOR THE TROPICS

Over the past six years, James Cook University has invested strongly in affirming and refining our strategic direction as a 'University for the Tropics'. This address will explore the conference theme – 'adapting to a changing environment' – using JCU as a case study on how an institution can go about setting a specific agenda and, in JCU's case working to play a leading role in establishing a much wider Tropical agenda. The presentation will outline some key lessons that have emerged from leading a university across three campuses and two countries in actively creating a future that serves the needs of our community and our broader region, with national and international impacts.



Professor Martin Nakata

UNSW Australia

Dr. Sana Nakata

The University of Melbourne

Prof N M Nakata is a leading academic in the field of Indigenous education in Australia, and the first Torres Strait Islander to receive a PhD in Australia. His mother is an Indigenous person from the Torres Strait Islands, and his dad was born in Kushimoto-cho, Japan. He is currently Director of the Nura Gili Indigenous Programs Unit and Professor of Australian Indigenous education at UNSW Australia. His current research and teaching work focuses on higher education curriculum areas, the academic preparation of Indigenous students, Indigenous Studies, and Indigenous knowledge systems. He has presented over twenty plenary and keynote addresses at national and international conferences in more than ten countries, and has published extensively on Indigenous Australians and education in various academic journals and books in Australia and abroad. His book, *Disciplining the Savages-Savaging the Disciplines*, was published in 2007 by Aboriginal Studies Press, and is about to be published in Spanish.

Sana Nakata-026Dr. Sana Nakata is a Lecturer in Political Theory and Research Methods at The University of Melbourne, from which she also holds degrees in Arts and Law, and a PhD in political science. As an undergraduate she lived in residence at Trinity College, The University of Melbourne where she also later served as a resident tutor in Arts. She has worked at Victoria Legal Aid, Department of Premier and Cabinet (Victoria) and the United States House of Representatives. Her PhD, *Childhood citizenship, Governance and Policy: the politics of becoming adult* is to be published as a research monograph with Routledge in 2015. Her current research explores how children appear in contemporary political controversies about citizenship, sexuality and criminality.

INDIGENOUS AUSTRALIAN TERTIARY EDUCATION: PERSONAL AND PROFESSIONAL PERSPECTIVES

Indigenous Australian pathways into and through tertiary education are premised on two competing narratives: failure and success. Narratives of failure paint a landscape of poorly performing students, struggling to meet national standards in literacy and numeracy even before they arrive at kindergarten. This underpins tertiary education strategies and policies premised upon patronage and goodwill: a desire to create change, to do good. For students who take up the opportunities created by these policies, their success against the odds is required to maintain this patronage and goodwill into the future. In this way, failure and success rub alongside one another in both the individual student experience and in Indigenous education strategies. It has created remarkable opportunities but it also creates challenges: What might an Indigenous tertiary education strategy without patronage and good will look like? How might we allow our students to succeed, beyond the long shadow of others' failures?





Professor Michael Wesley

Director of IPS, Australian National University

Professor Wesley has published extensively and has authored several books on foreign policy, including *The Howard Paradox: Australian Diplomacy in Asia*. He won the 2011 John Button Prize for Best Writing in Australian Politics for his book, *There Goes the Neighbourhood: Australia and the Rise of Asia*.

He was Executive Director of the Lowy Institute for International Policy from 2009 to 2012 and Professor of International Relations and Director of the Asia Institute at Griffith University from 2004 to 2009. He has also taught at a number of other universities in Australia and overseas. Professor Wesley was an Assistant Director-General in the Office of National Assessments in 2003/04 and served as co-chairman of the Security and Prosperity working group at the Australia 2020 Summit in 2008.

Professor Wesley completed a PhD at the University of St Andrews in Scotland. He is a Visiting Professor at the University of Hong Kong, and previously worked as a lecturer at the University of New South Wales

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RISK AND COMPETITION IN HIGHER EDUCATION

Australia's higher education sector is facing ever greater competition from new education providers in Asia. The challenge can be seen as one of stocks versus flows: our education sector has decades of sunk investment in knowledge creation but faces contemporary resourcing shortfalls; while our rising competition has less sunk investment but huge flows of resources. How can the Australian sector respond? In his presentation, Michael Wesley looks at different cultures of risk in higher education, and argues these may be some of the biggest factors in preventing us from responding effectively.



Daniel Flynn

Thankyou Group

'Impossibility is an opinion, not a fact,' is a phrase you'll hear often from Daniel Flynn. Having founded social enterprise Thankyou Water at the tender age of 19, Daniel is passionate about inspiring others to dream big—and not letting others' doubts get in the way!

Thankyou Group (previously Thankyou Water) sells bottled water, food and body-care products for the sole purpose of funding life-changing water, food and hygiene projects in the developing world. Using social media, consumer-backed marketing campaigns and media publicity, Daniel and his team have successfully grown the brand, with just under 300% growth consecutively for the past 3 years. The product range is available in over 4000 outlets including all major supermarkets. The Thankyou Group has already helped over 60,000 people through over 100 projects in 11 countries and has raised over 1 million dollars for projects.

Daniel's selfless resolve and remarkable commitment makes him a powerfully inspiring speaker, proving that with the right will and intent, you can turn a grand idea into reality.

IDEA TO REALITY

We often get caught up in the fact that we have a good idea. The truth is that an idea isn't worth much, its value is found in its execution.

Discover what it takes to make your idea a reality from an award winning social enterprise changing the game in the Australian retail market.

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 time of booking.

WELCOME RECEPTION

Sunday 31 August
6.00pm – 9.00pm
Poolside, Pullman International Hotel
17 Abbott Street

Sponsored by



Enjoy renewing old acquaintances and making new ones, whilst relaxing by the pool at Pullman Cairns International with a special tropical cocktail for the occasion. Experience the tropics and everything that Cairns has to offer at this truly unique venue by the pool. Pullman Cairns International is a beautiful 5-star heritage-style hotel, located right in the heart of the Cairns CBD.

Dress – Smart Casual

CONFERENCE DINNER

Wednesday 3 September
7.00pm – 12midnight
Cairns Cruise Liner Terminal
Corner Wharf and Lake Streets

Sponsored by



Come one, come all to this summer masquerade ball. Come prepared for the mystery, the mask and its history. It's summer and light, so be prepared for the night. Don't forget your mask, to complete this task. TEMC is so much fun, so let's enjoy the sun!

Dress – Formal after five with mask



POST CONFERENCE TOUR

Thursday 4 September 2014
8.30am -1.00pm
Pullman Cairns International Hotel
Cost: \$60 per person

First stop in a tour of The Cairns Institute which provides for advanced research into social sciences and humanities. This includes outcomes that meet our strategic extent – Creating a brighter future for life in the tropics world-wide through graduates and discoveries that make a difference. The building includes an interactive lecture theatre, multipurpose rooms, media hubs, offices and catering facilities. This is the signature building for Cairns campus with its iconic design and reflects the tropical and indigenous themes of the work undertaken by the users of the building. Sustainability principles have been incorporated in to the building including the use of mixed mode air-conditioning and connection to the campus cooling system.

Next will be a tour of the Dentistry Teaching Building (D1) – award winning design and construction – The dental school was established in 2008 to meet the needs of dental health in North Queensland and beyond. The facilities include dental chairs-stations, laboratories, offices, home rooms, lecture areas, media rooms and student / staff catering facilities. JCU graduates approximately 50 dentists each year. The facility is complimented by the adjacent 80 chair public dental facility providing practical supervised experience to the students

A tour of the Campus District Cooling system known also as The Central Energy Plant (CEP) provides chilled water to the overall Cairns campus for its air-conditioning purposes. Water is chilled at night on off peak power demand to approximately 6 degrees and then stored in a large Thermal Energy Storage Tank (TEST) of 9 million litres capacity. This chilled water is then distributed during the day around the campus by underground pipes to each building. The chilled water is then used to chill the air in the localised plant room before distributing the cool air throughout each building

Our morning refreshment stop on the tour is the Aquarium (reef research).Professor Jamie Seymour undertakes research into marine life in the Coral Sea including the Great Barrier Reef. The facility includes tanks with fish, crustaceans, small sharks and crocodiles, snakes, marine stingers and aquariums holding a variety of species

Our last stop on the tour is the Australian Tropical Herbarium (ATH). After a brief overview of the facility there will be a tour of the historical collection by Joseph Banks and Daniel Solander. The ATH is situated within The Sir Robert Norman Building, which was erected in 2007, as the Australian Tropical Forest Institute, funded through the Smart State Research Facilities Fund, an initiative of the Queensland Department, Employment, Economic Development and Innovation. ATH is recognised as a hub for researching and management tropical forest biodiversity and tropical forest ecology.

Please note this tour will involve walking between building, comfortable shoes, hat and sunscreen are recommended.





ASSOCIATION EVENTS



TEFMA DINNER

Monday 1 September
6.30pm – 11.30pm
Shangri-La
Pier Point Road

Sponsored by



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

Please note this function is open to TEFMA members and their partners ONLY. TEFMA Business Partners are entitled to two (2) tickets to the TEFMA Dinner at the member rate of \$55. Additional tickets must be purchased at the full rate of \$170 per person.

Dress –After five

TEFMA BREAKFAST & AGM

Tuesday 2 September
7.00am – 9.00am
Cairns Convention Centre
Meeting Room 1 & 2

Sponsored by



Enjoy the start of your day with a hearty breakfast and get the latest information on the year that was and future plans for our association. Breakfast will be followed immediately by the TEFMA AGM from 8.15am – 9.00am All members are encouraged to attend. Attendance is free for TEFMA members.

Dress – Smart Casual or Informal Business



Association for Tertiary
Education Management

ATEM AWARDS NIGHT

Monday 1 September
6.30pm – 10.30pm
Hilton Hotel
34 Esplanade

The presentation evening for the 2014 ATEM Best Practice Awards will be held on Monday 1 September. 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.

Delegates will be required to present their ticket for entry to this function.

Dress – After five

ATEM BREAKFAST

Tuesday 2 September
7.00am – 9.00am
Cairns Convention Centre
Meeting Room 3 & 4

The ATEM members only breakfast will have the theme of ‘Meet the office bearers’w where members of Council will explain their roles and with it the direction of ATEM into the future.

This insight into the way ATEM as the only professional association for tertiary education managers, sees the sector is an important update on how ATEM can assist members to become invaluable Included in this will be an update from Carl Rallings on the branding of ATEM in 2015 and Linda McKellar on her work with the Papua New Guinea chapter.

ATEM GHOSTS SOIREE

Tuesday 2 September
7.00pm
Salt House Restaurant
6/2 Pier Point Rd

Enjoy the 15th Ghosts Dinner at the Salt House Restaurant situated at Marina Point. Salt House is a unique dining, bar and entertainment venue offering a panorama of the ocean, marina and city on the waterfront in Cairns.

This is an invitation only event



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SPONSORS

MAJOR SPONSOR – DAY 1



CriticalArc is a leading security technology company that has revolutionised the way safety and security is managed in universities. CriticalArc's "SafeZone" allows all stakeholders to communicate and coordinate in response to any incident. SafeZone is backed by a powerful, easy to use command and control system that extends the Security Team's view of any situation, and lets students and staff request help quickly and easily with their Smartphone. Managing safety in critical situations more effectively and economically than is possible by using traditional methods, SafeZone is currently used by 8 universities with a combined student and staff population of over 300,000.

www.criticalarc.com

CONFERENCE DINNER



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

www.wildeandwoollard.com



Woods Bagot is a global studio that designs and delivers buildings and interiors, with a breadth of expertise in education covering schools and universities, campus planning, and research and development (R&D) buildings. The firm understands the complex nature of universities, including teaching and learning requirements, procurement, site analysis, master planning and the importance of designing amenities that foster student communities. Woods Bagot has been a proud supporter of TEFMA and TEMC for over 10 years.

www.woodsbagot.com

WELCOME RECEPTION



Hindmarsh is a leading national property and construction company.

Hindmarsh offers the highest standards of operation for a wide range of clients throughout Australia, with a proven track record of over \$3 billion worth of completed projects.

Focusing on complex construction projects and real estate development, as well as retirement services, parking and capital management, Hindmarsh has witnessed a steady expansion, and a continued commitment to high quality, integrity, innovation, safety and teamwork.

Today Hindmarsh continues to lead the way with the highest standards of operation for a wide range of clients throughout Australia.

www.hindmarsh.com.au

TEFMA BREAKFAST



IBM is a global technology and innovation company. It is the largest technology and consulting employer in the world, with more than 400,000 employees serving clients in 170 countries. IBM offers a wide range of technology and consulting services; a broad portfolio of middleware for collaboration, predictive analytics, software development and systems management; and the world's most advanced servers and supercomputers. Utilising its business consulting, technology and R&D expertise, IBM helps clients become "smarter" as the planet becomes more digitally interconnected. IBM invests more than \$6 billion a year in R&D, just completing its 21st year of patent leadership. IBM Research has received recognition beyond any commercial technology research organisation and is home to 5 Nobel Laureates, 9 US National Medals of Technology, 5 US National Medals of Science, 6 Turing Awards, and 10 Inductees in US Inventors Hall of Fame. The company was behind the inventions of the PC; SABRE travel reservation system; UPC codes, Watson, the Jeopardy!-playing computing system, and much more.

www.ibm.com



LANYARD & NAME BADGE PRODUCTION



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

Our focus on identity management using photo ID cards & plastic ID cards has opened the opportunity to excel as a full identity, database and credential management provider. For more information, contact IDentiTech on (03) 9481 2376 or info@identitech.com.au

www.identitech.com.au

KEYNOTE SPEAKERS



Lyons is one of Australia's largest and innovative architectural firms specialising in the briefing, design and documentation of major University, TAFE and Research facilities. Current and recent projects by Lyons include the new Swanston Academic Building for RMIT University, Colleges of Science at the Australian National University, the Melbourne Brain Centre at the University of Melbourne and the Central TAFE Redevelopment in Perth. Lyons has acknowledged leadership skills in facilitating effective user and stakeholder input through its unique Workshop methodology.

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

www.lyonsarch.com.au



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

Working with over 50 universities and higher education institutions around the globe, CLV prides itself on developing accommodation solutions specific to the unique character, culture, demographics and location of every institution it works with. CLV's reputation for excellence rests on its experience in diverse international markets, a commitment to sustainable, long-term relationships with partner institutions and a strong residential life program designed to support residents as they 'Live, Learn and Grow'.

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

www.campuslivingvillages.com



strategy | planning | delivery | management

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

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

www.capitalinsight.com.au



Umow Lai is a professional, multi-disciplinary building services engineering and sustainability consultancy that is synonymous with design innovation, quality, cost effective solutions and principles of sustainability.

Umow Lai has an unrivalled track record in education projects. Over the past 22 years, the firm has undertaken projects with all major Universities and TAFE's in Victoria, and major Universities in ACT, New South Wales, South Australia, Queensland, Tasmania, New Zealand and Hong Kong.

We have provided engineering consultancy services for various types of projects including, general classrooms, student facilities, lecture theatres, administrative, major laboratories, sports and recreation and major data centres.

A selection of tertiary projects Umow Lai have been involved with include; Australian National University – Colleges of Science, Monash University – New Horizons Building, University of Tasmania – Menzies Research Institute and Faculty of Health Science, University of Adelaide – Ingkarni Wardli building, Charles Sturt University – National Life Science Hub, University of Queensland – Global Change Institute and University of Canterbury – Regional Science & Innovation Centre, NZ.

www.umowlai.com.au





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

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

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

www.techfm.com.au



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

ELECTRONIC PROGRAM



better student management

Callista Software Services is a unique provider of IT applications and services to the Australian tertiary education sector.

Callista's mission is to enhance the performance of our community of tertiary institutions through development and support of innovative and integrated student life-cycle systems and solutions. We do this through our shared services model which provides quality, transparency, control and shared economics to like-minded institutions.

In pursuing our mission and goals, we are committed to quality, customer relationships, responsible revenue growth and our people and culture. These four core commitments shape our distinctive position as a partner to Australian tertiary education.

www.callista.com.au

POSTER SESSION



Paul Morgan Architects specialises in University and TAFE 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 typologies.

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

REFRESHMENT BREAKS



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

In 2014, we are celebrating 20 years of industry service. Through our commitment to excellence and drive to be better, we have earned a prominent reputation and enjoyed significant growth in the commercial cleaning industry. We are a provider of integrated property maintenance services offering; contract cleaning, maintenance services, carpet steam cleaning, professional window cleaning, graffiti removal and emergency property related services.

Our customers span across the educational, commercial, government, corporate, multi-site, office (major high-rise structures) and retail outlets.

www.cmcservices.com.au



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www.campuslivingvillages.com



Hames Sharley

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

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

www.hamessharley.com.au

INTERNATIONAL & FIRST TIMERS RECEPTION



Allied Security is an Australasian Security Firm which supplies security specialists to many Australia and New Zealand organisations including non-commercial, commercial, not for profits, and government agencies.

Offering a full spectrum of services from technology and mobile patrols, concierge, static guards, and alarm monitoring Allied Security also supply security specialists to the Educational Sector with an emphasis on Pastoral Care.

With offices and channel partners throughout Australasia consider Allied Security in your next tender.

www.allied-security.com.au

CONFERENCE SUPPORTERS



ProQuest® connects people with vetted, reliable research information. The company's products are a gateway to the world's knowledge, including dissertations, governmental and cultural archives, news, historical collections, and ebooks.

ProQuest includes Bowker®, Dialog®, EBL®, ebrary®, and Serials Solutions® businesses, and tools such as RefWorks®, Pivot™, Intota®, and Summon® services.

www.proquest.com



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

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

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

www.johnholland.com.au



CDS (Australasia) Pty Ltd
 34 Ainsdale Street
 Chermiside West Q4032
 T 07 33503076
 F 0733505811
 E info@celcat.com.au
 W www.celcat.com.au



CEL CAT UK: www.celcat.com

CEL CAT Timetabler is an interactive timetabling system for PCs that is used to schedule courses and classes, manage room bookings and prepare timetables for hundreds of institutions worldwide.

Whatever your situation, Timetabler can help you save time and money creating your schedules. With robust multi-user operation and flexible web access Timetabler can be used across any sized institution - from a single college department to multi-site universities.

Software at the forefront of industry but not at a price that creates cashflow or budget issues. Value for money products that are affordable by most but with technological innovation and the best technical support. Ask about our Automation option and Exam Scheduler.





W I L D E
A N D
W O O L L A R D

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 2014 TEMC in Cairns.

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

- Master Planning & Project Feasibility
- Cost Planning & Financial Reporting
- ESD / Whole of Life Cost Modelling
- Value Management
- Procurement and Risk Management Studies
- Recurrent Cost Benchmarking
- Research & Development

Offices in: Melbourne, Sydney, Brisbane, Perth, Canberra, Adelaide.

www.wildeandwoollard.com



EXHIBITORS

The trade exhibition will be a hub of activity. Don't forget to visit the trade exhibitors and collect your tokens to enter the competitions.

BOOTH 1



TPS Traffic and Parking Systems have developed a system for Room Utilisation, Timetable Planning and integration with Building Management Systems in Universities and Commercial Developments. Our systems are designed to help our customers measure and understand visitor behaviour and to use these metrics to improve space efficiency and reduce energy consumption.

TPS also supplies and installs systems and products into the parking industry, we provide our customers with a one stop shop for parking products and enable them to maximise the revenue generated from their investment.

www.trafficparking.com.au

BOOTH 2



Assetic is Australia's leading asset management consultancy and software as a service provider, working with infrastructure-intensive organisations since 2006. Specialising in public infrastructure and community assets, Assetic has unrivalled expertise supporting higher education, local government, housing authorities and water utilities. Assetic combines deep subject matter expertise in strategic asset management with technological innovation. Building on more than a decade of research data, industry benchmarks, and tailored industry standard approaches including TEFMA guidelines, Assetic offers rich data and insights into past and future Australian asset management trends.

www.assetic.com.au

BOOTH 3



Raeco® has completed 50 years creating exciting Library Spaces in Australia and beyond. Public, School, University and Corporate Libraries, Raeco® covers almost every conceivable need for your library space. Innovative, flexible and functional library spaces using the latest in product designs and finishes. Comprehensive range of standard, off the shelf products to meet your immediate needs. Raeco's business is your library – we create projects to fit all Time, Cost and Quality outcomes.

www.raeco.com.au

BOOTH 4



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

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

For more information, contact IDentiTech on (03) 9481 2376 or info@identitech.com.au

www.identitech.com.au

BOOTH 5



Total Essential Services provides the customer a complete online compliance program, from our initial site inspection through to providing the customer annual certification of their buildings essential safety measures and performance of the systems.

TESG have offices in Melbourne and Sydney, we carry out inspections in all states and territories within Australia and issue Building Warrants of Fitness for our New Zealand clients. TEG employees more than 25 Essential Safety Measures auditors all who hold a minimum qualification in a Diploma of Building Surveying through to holding a Degree and Post Grad Certificates in Performance Building Fire Codes.

The Certification and Maintenance of Buildings systems are mandated by law within the relevant state or territory, please view our web site for further information.

www.tesg.com.au

BOOTH 6



Profurn specialises in a great range of seating products for all types of auditoria.

Our robust and maintenance free patented Wrimatic tablet has been quoted by many leading designers as "the best writing tablet in the industry". This strong tablet combined with any of the great range of high quality lecture seats, guarantees the perfect solution to any educational institution.

www.profurn.com.au





BOOTH 7



UniSuper is the industry super fund dedicated to people working in Australia's higher education and research sector. Supporting over 460,000 members and managing \$40 billion in assets (at 31 January 2014) UniSuper is one of Australia's largest superannuation funds. For more than 30 years, UniSuper has worked alongside Australia's universities and research institutes delivering high quality, value-for-money retirement saving products and services.

www.unisuper.com.au

BOOTH 8



At Spotless we strive to improve the quality of life for your students and staff.

As a leading service provider to over 200 schools, TAFEs and universities, we assess your needs and create a solution to suit your budget and efficiency goals.

Our services include catering, cleaning, facility management, grounds and gardens, laundry, security, waste management and more. We can create a package of services to meet your exact requirements. Integrating services not only makes your operations more efficient, but also reduces your costs. Many of our services share resources and systems, so the more services you add, the more money you will save.

From long term infrastructure planning to day-to-day services, we aim to make your facilities smarter, greener, safer – and more efficient.

www.spotless.com

BOOTH 9



CellOPark Australia is the 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.

CellOPark Australia's award winning team have unrivalled knowledge and experience in applying low cost, contemporary, cloud based solutions to the challenges that parking management often brings.

www.smarterparking.com.au

BOOTH 10



Established in 2000, Uplifting Solutions provides ergonomic furniture to over 100 higher education institutions throughout Australia, including all major universities.

Our seating range features laboratory chairs and stools, as well as tablet-arm lecture seating.

We have Australia's largest range of monitor arms to support laptops and tablets, and mounts for single or multiple screens. These are popular in combination with our sit-stand height adjustable tables, available as either electric or hand-wind models.

www.uplifting.com.au

BOOTH 11



As a global specialist in energy management with operations in more than 100 countries, Schneider Electric offers integrated solutions across multiple market segments, including leadership positions in Utilities & Infrastructure, Industries & Machines Manufacturers, Non-residential Buildings, Data Centres & Networks and in Residential. Focused on making energy safe, reliable, efficient, productive and green.

www.schneider-electric.com.au

BOOTH 12 & 13



Whether you are looking for furniture to fit out or refresh your Library, Tutorial Rooms, Breakout areas or Auditoriums, Sebel's choice of seating, desks, tables, lounges and other furnishings are the latest in design and built to the highest standards.

Sebel are Australia's most trusted furniture manufacturer recognised for its comprehensive product range, furniture durability and quality.

www.sebelfurniture.com

BOOTH 14

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

BOOTH 15



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.

The company has established itself as a national leader in the emerging field of Total Infrastructure Facility Management (TIFM) and Enterprise Information Management (EIM).

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.

ICAD is dedicated to delivering the best combination of technological and managerial solutions within dedicated budgets and timeframes, and with the flexibility of multi access web and client based solutions.

www.icad.com.au

BOOTH 16



Taylor & Francis is a leading international academic publisher with over two centuries' experience. Operating from a network of 20 global offices, including New York, Oxford, Melbourne, Beijing, New Delhi, Singapore and Tokyo, Taylor & Francis publishes more than 1,700 journals and 1,800 new books each year and more than 50 Australian-edited journals.

Taylor & Francis Group is an Informa business (www.informa.com), with the prestigious 'Routledge' imprint applied to our publishing program across the Arts, Humanities and Social Sciences. We are committed to maximising global reach and impact for the many thousands of academics, researchers and professionals who publish with us globally. Our full publishing program can be found at <http://www.tandfonline.com.au>

www.tandfonline.com.au

BOOTH 17



Thomas & Betts will be displaying the latest in Stanilite Emergency Lighting products, demonstrating Nexus RF monitored systems and showing Furse Lightning Protection products.

Stanilite and Nexus are proven performers and the market leader in both stand-alone and monitored emergency lighting systems, with an outstanding performance record in hospitals. Furse Lightning Protection is a conventional air termination system used for new and renovation projects.

www.tnbaust.com

BOOTH 18



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

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

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

www.au.issworld.com





BOOTH 19



IFM is a leader in Facilities Management, Asset Management, GIS & CAD software for Facilities, Property, Site, Building Operations, Energy Management, Leasing and Space Management solutions.

IFM provides enterprise wide solutions, systems integration and rapid development services and distribute and support Archibus, Cadcorp SIS and IFM SISfm Enquiry.

www.integratedfm.com.au

BOOTH 20



Zuuse is a 3D based BIM (Building Information Modelling) software platform that delivers a single, comprehensive, centralised platform to store, retrieve and utilise current and historical asset data and documentation for a facility. At its core, Zuuse incorporates a 3D model of a facility with the capability to attach relevant documents and data to the individual or groups of assets in that 3D model. This drives greater cost efficiencies and more intelligent whole-of-life asset management practices across the complete facility lifecycle (design > construction > facilities management).

www.zuuse.com.au/

BOOTH 21 & 22



Programmed Property Services are a leading provider of painting, signage and grounds maintenance services. Our range of distinct services are designed to add value individually or as a packaged approach for your property upkeep needs.

www.programmed.com.au

BOOTH 23



Places that work

Our range of integrated management services, supported by efficient systems, processes and people enables us to create and maintain places that work for you.

Brookfield Johnson Controls is a leading provider of integrated Real Estate, Facilities, and Project Management Services, including specialist expertise in Energy and Sustainability and Workplace Strategy solutions.

Managing more than 6 million square metres of property and infrastructure around Australia and New Zealand, we deliver tangible savings through services that improve productivity, sustainability and flexibility for students and staff whilst ensuring full compliance through our ISO accredited and integrated safety, quality and environmental management system.

As part of the wider Brookfield Asset Management Group and Johnson Controls our combined strength delivers world class technology, asset management and leadership across 75 countries.

www.bjci.com

BOOTH 24



IBM is a global technology and innovation company. It is the largest technology and consulting employer in the world, with more than 400,000 employees serving clients in 170 countries. IBM offers a wide range of technology and consulting services; a broad portfolio of middleware for collaboration, predictive analytics, software development and systems management; and the world's most advanced servers and supercomputers.

Utilising its business consulting, technology and R&D expertise, IBM helps clients become "smarter" as the planet becomes more digitally interconnected. IBM invests more than \$6 billion a year in R&D, just completing its 21st year of patent leadership. IBM Research has received recognition beyond any commercial technology research organisation and is home to 5 Nobel Laureates, 9 US National Medals of Technology, 5 US National Medals of Science, 6 Turing Awards, and 10 Inductees in US Inventors Hall of Fame. The company was behind the inventions of the PC; SABRE travel reservation system; UPC codes, Watson, the Jeopardy!-playing computing system, and much more.

www.ibm.com

BOOTH 25

CAMATIC

Camatic seating has provided seating to education institutions and conferencing facilities around the globe.

Our seating is designed to provide students and patrons with comfort, aesthetically pleasing, durable and ensures minimum maintenance required.

www.camatic.com.au

BOOTH 26



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

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www.campuslivingvillages.com

BOOTH 27

LH Martin Institute

For Tertiary Education Leadership and Management

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

www.lhmi.edu.au

BOOTH 28

SALTO

inspired access

SALTO Systems is trusted by many of the world's leading schools, colleges and tertiary institutions to secure on-campus facilities, student accommodation and halls of residence by utilizing the innovative SALTO Virtual Network (SVN) and SALTO Wireless RF technology, bringing together for the first time a fully integrated solution comprising online and offline components. The SALTO offline and WiFi locksets are easy to install on new and existing doors and are the perfect solution for controlling access to areas where cabling is either impractical or cost prohibitive.

www.saltosystems.com

BOOTH 29



ecoBright® is an Australian company formed in 2006 which markets a range of ecoPhos® LED products ranging from Downlights, LED Panels, Circular Panels, High Bays, Flood lights and LED tubes. In 2013 we introduced our VEETs approved warm start ecoBright easy save® T5 adaptor and a German made Infra Red Heating panel called Sunnyheat. Recently we began working as a preferred supplier to Darebin City Council assisting small businesses taking part in the Light\$mart program take advantage of new lighting technology. Working with customers across all sectors to help them reduce their energy consumption, at ecoBright® saving energy doesn't have to cost the earth.

www.ecobright.com.au





BOOTH 30



Cyon is the pioneer and world leader in the Resource Optimisation Solutions industry for over 20 years. Our software solutions is aimed at improving the Space Management of large organisations, buildings, and other facilities, with additional benefits such as Environmental impact studies and cost analyses. Cyon is the industry leader in the Scheduling, Space Management and Optimisation solutions area.

www.cyon.com.au

BOOTH 31



CriticalArc is a leading security technology company that has revolutionised the way safety and security is managed in universities. CriticalArc's "SafeZone" allows all stakeholders to communicate and coordinate in response to any incident. SafeZone is backed by a powerful, easy to use command and control system that extends the Security Team's view of any situation, and lets students and staff request help quickly and easily with their Smartphone. Managing safety in critical situations more effectively and economically than is possible by using traditional methods, SafeZone is currently used by 8 universities with a combined student and staff population of over 300,000.

www.criticalarc.com

BOOTH 32



BEIMS is a leading Australian Facilities Management System that is used by many leading organisations such as hospitals, universities, casinos, places of public entertainment, service providers and many others for over 20 years. BEIMS continues to adapt to changing needs and technologies in a manageable and affordable manner.

www.beims.com

BOOTH 33



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

Members are found across the breadth of the academic environment, including universities, TAFEs, polytechnics and Wanagas, private providers, government departments and other related organisations.

In 2014, ATEM has an important commitment to Connect your Career with People and Practice.

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.

www.atem.org.au

BOOTH 34



SPM Assets is a software and services company specialising in the assessment, analysis and long term planning in the management of property and facility assets. Incorporated in 2001 the company was founded by Steve Lyons and Chris Jenkins. Corporate head office and the software development team remains in Auckland, New Zealand with Australian sales and marketing based in Sydney. The company also has a presence in South Africa and is steadily growing its global influence.

In addition to providing software tools, SPM Assets has a team of highly experienced consultants to assist companies with establishing the best process for assessing and maintaining property assets. It has conducted some of the largest property surveys in Australasia and is seen as a leader in its field. Principal staff from SPM Assets have also authored the National Asset Management Systems (NAMS) property manual and guidelines in asset management for the Institute of Public Works and Engineering Australia (IPWEA).

www.spmassets.com

CONFERENCE ABSTRACTS

MONDAY
1 SEPTEMBER

10.45am – 11.35am

Concurrent

A

SESSION 1

Radical Changes Are Possible – A New Compact With The College Of Law Employees

ADRIENNE RIGGS

College of Law

Adrienne Riggs is the Human Resources Director for the College of Law. She has been with the College for 3 years and prior to her appointment there she worked as the HR Country Leader for Honeywell, Human Resources Director for Baker and Mackenzie and did consulting work for PwC and KPMG. The biggest challenge for Adrienne when joining the College was to change its culture from a prescriptive remuneration system and a performance review that didn't go anywhere to linking the 2 together. The College is a commercial entity and need its Enterprise Agreement to support its commercial challenges.

The College of Law was established in 1974. It provides legal education and training to students and practitioners in Australia and New Zealand including practical legal training, post-graduate specialised degree programs and continuing professional development seminars and workshops, and related information and assistance.

Along with the College, the NTEU (National Tertiary Education Union) covers the enterprise agreement on behalf of their members. The Enterprise Agreement 2010-13 expired on 31 December 2012. 3 Management, 4 NTEU and 8 Bargaining representatives began negotiations for the new EA in August 2012.

Management of the College proposed to the Union and Bargaining representatives changes to the EA that would align it to the business strategic plans. The College needed an enterprise agreement that could assist it compete in the commercial market and grow its business locally and internationally.

The changes put forward were:

- » Performance – the College needed to introduce stronger alignment between performance and remuneration
- » Duplication and Relevance – The College is small to medium sized commercial organisation and it needed an enterprise agreement to reflect its size, character and culture
- » Simplicity – The College was seeking a simpler enterprise agreement that adopted 'standard' clauses





The negotiations took 10 months to complete and at the second voting round, the College received a 59% yes vote to the changes put forward.

It was a long and hard journey for all negotiating representatives and employees of the College but radical changes were possible and achieved. A new compact with the College of Law employees was put in place starting July 2013.

SESSION 2

TEFMA International Strategic Partners Presentation

SESSION 3

The Birth of a New Institute

GEORGIA SINGLETON, ALAN DUFFY

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

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

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

Nan Tien Institute

Situated in Berkeley - a suburb of Wollongong in the state of New South Wales, Australia, is one of the branch temples of Fo Guang Shan, an international Chinese Mahayana Buddhist monastic order founded in 1967 by Venerable Master Hsing Yun.

Located in a quiet, peaceful environment overlooking Mount Keira and Mount Kembla, Nan Tien Temple is known as "Southern Paradise" and is the largest Buddhist temple in the Southern Hemisphere. The temple focuses on the exchange of eastern and western cultures; the interchange of the traditional and the modern; and the adaptation with local communities. Over ten years, Nan Tien Temple has become a venue for religious study groups, school excursions and community outings. Nan Tien Temple offers regular events, such as meditation retreats, excursions and art and craft classes. The Temple is not only a place of attraction for the Buddhist community in Sydney but also internationally; it attracts over three hundred thousand visitors from all over the world year round. It plays an important role of propagating the Buddha Dharma and promoting the exchange and harmonisation of the eastern and western cultures as well as all religious faiths.

The Institute is now set to become a new university in Australia, with the first building currently under construction. The Institute purchased a piece of land from state Government, a disused rubbish dump opposite the existing temple to begin this journey of creating the next university in Australia. The site itself required regeneration and restoration. The architectural design of the university building takes reference from the water lily, drawing its nutrients from the mud and growing into something beautiful that the world and students can engage with.

'The lotus comes out of the mire but is not itself sullied and also, it is inwardly empty, outwardly upright'

Wolfram Eberhard

A Dictionary of Chinese Symbols

The value proposition for the site was to create a relevant new teaching and learning environment for the Fo Guang Shan community that supports the cultivation of Humanistic Buddhism: an international experience that welcomes visitors and students, immersing them in the Buddhist cultural experience.

The challenge was to understand the new generation pedagogy and to provide spaces that will support this unique university, while also creating a tourist attraction for visitors and students. Developing the first building on the site was a challenge; the building needed to

belong on the site from day one and still be relevant in 100 years. The design solution required more than just a building or a gateway; it had to become a 'campus in a campus'.

SESSION 4

Big Rain is Coming: The Roles of Key Change Agents, Business Analysts and Business Readiness Consultants in Implementing Major Change in a Higher Education

SOPHIA HACCOU, PRISCA CRADICK
Swinburne University of Technology

Sophia Haccou has worked in the higher education in Australia since 2000. Before taking on her current role as Business Analyst in the Student One Project at Swinburne University, she was the Evaluation Manager at Monash University, Project Officer at Charles Darwin University, Research Manager at University of Divinity and Research Administration Manager at Swinburne University of Technology.

Prisca Cradick currently holds the role of Research Funding Coordinator at Swinburne Research, and she is half way in completing her Master of Business Administration degree. She has an extensive experience in research funding management, from both Swinburne University and Monash University.

The implementation of Transforming Swinburne came at the same time as the change in the university's Student Management System. In 2014 Swinburne saw the implementation of Integrated Services Model within its services, along with the application of Student One, to replace a 20 year old Student Management System. The drive behind the major change was the opportunity for Swinburne to grow its reputation by adapting to new external and internal demands that will benefit the staff, the students, and the university.

Research has shown that implementation of change in tertiary education will need effective partnership between the university's administrative staff, the Project Team and each business units. This is the key motivation for the alignment of Key Change Agents, the Business Analysts and the Business Readiness Consultants in the Student One project. These roles were developed to implement the principles of good change management. The goal is for business units within the university to accept responsibility and take ownership for their part in making the change happen effectively, as failure for acceptance of change can be high in the transition stage.

This abstract will discuss how the Student One Project's Business Analysts and Business Readiness Consultants applied an effective change management, beyond trainings and communication, supported by Key Change Agents, who are the administrative staff within the business units. Faced by a variety of behaviour and attitude from a broad range of staff and students who have just experienced significant change in the university structure, the Key Change Agents, Business Analysts and Business Readiness Consultants have become a kind of remedy that is imperative for the sustainable development of the university in implementing such a major change.

SESSION 5

2014 and Beyond: Innovative Thinking in a Changing Environment: Changing the Policy and Administrative Environment to Incorporate New Technologies, New Ways of Thinking and Undertaking Administrative Work.

DIANNE VAN ECK

Dianne van Eck has worked in the tertiary sector for the past 18 years. As a Faculty Executive Officer, Divisional Marketing and Alumni Officer, School Manager and Project Officer, her work at the University of South Australia covered many Faculty based as well as University wide projects. In recent years she has jointly managed DVE Business Solutions, a consultancy working across Australia and New Zealand, helping staff work smarter, improve their processes and find a better way.

After working 18 years in the sector, I believe there is still considerable scope for further improvement in the use of technology, processes and systems to support innovative administrative work in this sector.

Professional administrative work is based very much on the student lifecycle: from recruitment and application, through admissions, enrolment, assessment and finally graduation. Linked to this work is that of the IT, HR, Finance, marketing and Campus Services depts, all supporting the core academic endeavours of teaching and research. Add to this mix the Teaching and Learning, Research, governance and property services and you will find an enormous mix of services, information and processes within each institution.

The complexities of this environment are enormous and have far reaching effects on staff workload, resource management and job satisfaction.

Professional administrative work has changed significantly in the past 30 years. Szekeres, Whitchurch and others have researched the changing nature of this work. Szekeres (New Professionals in Higher Education) noted that administrative staff found it difficult to

describe what they did on a daily basis. Greater work pressure and declining resources was described in Gillespie and Walsh's research (2000). In the hundreds of workshops and other activities that I have either participated in or presented, three of the most common complaints I hear are 'I like my job but some parts of my work drive me crazy'; 'we can't change anything so why bother trying' and 'central units don't understand the work of Faculties and schools'.

This presentation will identify some solutions to these complaints. They are based on common themes found within most administrative staff work: processes which are inefficient, that create bottlenecks and duplicated effort; information management systems and other technology which are unwieldy, not user friendly and do not provide information in a timely or logical manner; and a lack of coordination and communication between areas to produce consistent, timely and useful information and outcomes.

Using several case studies as examples, this presentation will focus on providing some practical solutions to these age old problems.

SESSION 6

Papua New Guinea Challenges In Efficient Resource Use and Management At the University Department Level

ORA RENAGI, LARRY ORSAK

Papua New Guinea University of Technology

Associate Professor Ora Renagi, a native born Papua New Guinean, has been attached to the PNG University of Technology for over 30 years. He received his PhD in Australia and is currently the Acting Head of Department of Applied Physics.

Associate Professor Larry Orsak first came to Papua New Guinea 30 years ago, and has mostly been employed in the NGO sector. He has been a faculty member of the PNG University of Technology since 2009 and is the current Head of Department.

We will present the diverse experiences of two Unitech middle managers who are rehabilitating existing resources and enhancing education in the Applied Physics and Forestry departments at Papua New Guinea's University of Technology (Unitech).

In 2009, the Papua New Guinea (PNG) government introduced Vision 2050 as a planning document to improve PNG living standards. In 2012 the Garnaut-Namaliu report on the status of public higher education was approved as an action plan. At Unitech, a 2030 Development Strategies Plan (DSP) was created to articulate Vision 2050 goals as relevant to the university's mission.

Unfortunately, Masaro et al. (2010) clearly concluded that PNG hHigher eEducations institutions have been unsuccessful at implementing existing plans. Poor financial and inadequate and suitable human management resources can be blamed, but these constraints won't be resolved soon. At Unitech, the problem is magnified by increasing student enrolment in the face of minor facilities improvement. However, with the resources available to Departments Reduced-cost strategies are the most doable way to rehabilitate university resources and extend program offerings.

The experiences reported here for Unitech's Department of Applied





Physics revolves around new degree offerings that reflected the National Department of Health (NDOH) requests for radiotherapist and bio-medical engineer training.

When the Department started the B.S. in Radiotherapy (BSRT) program, the department's increased student population presented immediate space shortages. This was addressed by a space optimization program that replaced larger desks with smaller ones. To hold new experimental apparatus, existing fixed storage shelves were dismantled and replaced with mobile, heightened shelves. On the human resources side, three new academic positions were created, although this was insufficient to deliver the total BSRT syllabus. Thus, part-time staff were recruited against vacant established (hence, already funded) posts in Applied Physics program.

To accommodate the need for trained biomedical engineers to service advanced equipment situated in hospitals around the country, a Unitech-approved syllabus was created with the assistance of suitable volunteer overseas expertise. Further development of this Bachelor of Engineering in Biomedical Engineering (BEBE) degree programme, however, was stymied by spacing, staffing and equipment issues.

Through this experience, we came to see that the university had insufficient development structure in place to ensure that industry's needs for new university training can be adequately met. Appointing an officer tasked with developing institutional networks to source low and no cost resources could be pivotal in the development of new degree programs. However, we believe this will best work if such an officer is based at the departmental, rather than university level.

Over in the Forestry Department, we suffer the debilitation loss, theft, and damage of learning resources. A student computer lab, as well as supplies and equipment used in student field practicals, were used in managerial manipulations. An array of accountability measures that focused on students' use of university resources proved effective, especially so when the adopted mechanisms worked to passively pressure good behaviour.

While rehabilitating education is most 'sexily' accomplished through major curriculum revamping, this can be costly. The more immediately doable strategy is to improve the teaching quality of existing curricula. In the Forestry Department, the long-used teaching evaluation forms were inadequate in pinpoint specific problems in teaching quality. Evaluation forms containing more pointed questions proved more useful; to make these evaluations work, students had to be motivated to fill out the forms objectively. This was addressed by changing the evaluation visual formatting, supplemented by an effort at the beginning of the school year to motivate students to take better ownership over the quality of education they receive.

Like many PNG government departments, Forestry is impeded by a near-absence of written departmental policies and procedures and overall lack of long-term consistency. With each new manager, there is a tendency to sweep away the old, rather than build upon the past. Cultural underpinnings to these problems may include Melanesian society's exceptional traditional emphasis on oral communication. Greater attention to developing a strong organization culture seems to be a solution. Overall, it appears that the inadequate implementation of PNG's "big picture" plans and is resolvable by creating a secondary layer of planning documents that articulate specific implementation mechanisms. We accept that "the devil is in the details" and these details are best conceived and implemented at the departmental level.

SESSION 7

Great Experiences Require Great Processes

HAROLD BAULIS, IAN THOMSON

The University of Adelaide

Ian is the Manager of Hub Central and Ask Adelaide, and Associate Director of Infrastructure Engagement. He has been at the University of Adelaide for 2 years after a local and international career in education, hospitality and retail. His passion for stakeholder engagement has seen him deliver successful new developments across Australia and Asia.

Harald is the Manager of Space Planning at the University of Adelaide.

With a background in architecture and strategic facility planning both nationally and internationally and a strong commitment to aligning property with user needs and strategic plans, he has worked at the University for the last nine years "an era of tremendous change in the University and the supporting infrastructure."

How do we get connected to the real needs and expectations of the student?

In the last ten years, The University of Adelaide has faced many issues that are universal across the sector – how to support a more than doubling of student numbers; what to do with inadequate and antiquated infrastructure; how to address higher student and staff expectations; and respond to changing pedagogies. The university has used a number of innovative strategies to address these issues with particular focus on the process as well as the end product to connect with and enhance the student experience and closely align infrastructure with the University strategic plan.

This session summarizes a series of projects and processes undertaken to work toward providing the best on-campus experience within the Australian national tertiary education sector for all our students, through improved learning and service experience; strong interaction and community focus; and a clear student centric approach – a model for all projects into the future.

Access for all – co-creation; student focused; and student managed, and places that fulfil the academic, social and spiritual needs of students.

The projects include formal and informal learning spaces with supporting retail; new and refurbished buildings; owned and leased space and developments across three campuses. The projects support the new Beacon of Enlightenment vision for the University with the key aspect of supporting the Small Group Discovery approach to learning and teaching. Connections with the city and with the higher education sector more generally have also been developed.

This practical session with those directly involved in the processes and projects is far more than a list of building projects. It will set out key drivers and challenges in the University, methodologies used, mistakes made, lessons learned and the way forward, including future projects.

MONDAY
1 SEPTEMBER

11.40am – 12.30pm

Concurrent B

SESSION 1

Green Furbishment Sustainable Building Refurbishment Strategies at UOW

BRUCE FLINT

University of Wollongong

Bruce Flint has been the Director Facilities Management Division at the University of Wollongong since 2000. Bruce's qualifications include Bachelor of Building (Hons) and a Master of Business Administration. He has a keen interest in the development of physical infrastructure to support university growth whilst ensuring that it is undertaken in an environmentally sustainable manner.

The main campus at the University of Wollongong (UOW) is renowned for its attractive open green campus, which presents as a combination of a park and bushland setting with low rise buildings. This campus presentation is a point of differentiation in attracting new students.

UOW also wishes to leverage off its green campus presentation by refreshing its building stock and incorporating Living Building Challenge sustainability principles. UOW is actively seeking opportunities to further reduce its energy and water consumption, and finds it challenging to effectively retrofit for resilient and sustainable buildings.

UOW has recently established a new Sustainable Buildings Research Centre (SBRC). The Facilities Management Division is currently working with key SBRC researchers to develop strategies to refurbish its existing building stock to improve environmental performance, and reduce its carbon footprint.

SESSION 2

RMIT Sustainable Urban Precincts Program

RUSSEL EVANS, DARREN MCKEE

RMIT University

Russell Evans is Technical Director at AECOM, a global provider of professional technical and management support services to markets including transportation, facilities, environmental, energy, water and government. With 14 years of building services consultancy experience working across all sectors of the built environment the knowledge gained from this experience has enabled Russell to bring forth AECOM's philosophy of continuously challenging prescriptive built environment benchmarks that lead to enhancing our clients objectives of delivering first class facilities.

The topic will cover:

- » A case study of RMIT's Sustainable Urban Precincts Program -
- » Energy Performance Contracting
- » Ageing infrastructure renewal programme
- » Energy, Carbon Emission, Water performance targets

» Purpose:

RMIT are currently delivering Australia's largest tertiary education infrastructure renewal programme to be procured through an energy performance contract. The project is known as RMIT Sustainable Urban Precinct Program (RMIT SUPP).

On completion RMIT SUPP will deliver:

- » A reduction in RMIT's asset liability across 90 buildings and 3 campuses
- » \$4.8 million in funding to sustainable teaching and research
- » A reduction in RMIT's electricity consumption by 239 million KWh
- » 30,000 tonnes CO₂e savings annually
- » 68 million litres of water saved per year

With an investment of this scale RMIT is demonstrating:

- » leadership in the delivery of large, complex infrastructure renewal projects through performance guarantee programmes, and
- » responsibility to the community with respect to the climate change debate and the spectre of greenhouse gas emissions and.

The procurement vehicle chosen by RMIT to deliver these outcomes is via an energy performance contract (EPC) mechanism. Energy Performance Contracting is a relatively new model in the Australian market. They are complex and sophisticated yet present a highly beneficial outcome to all parties involved if they are planned and executed effectively.

The presentation, to be delivered as a co-presentation by the author and RMIT's Property Services Executive Director, will share insights with the delegates of the journey RMIT have taken thus far on the project. It will explore key topics such as:

What are the fundamental risks embedded within the EPC procurement process – Programme and Technical

- » What resources and skills are necessary to deliver an Infrastructure Renewal Programme through an Energy Performance Contract?
- » Tertiary Education Community Engagement – How to engage and raise awareness of the wider community with a predominately "silent" project





- » Detailed Facility Study (DFS) Documentation – What level of information within the DFS is sufficient to sign an Energy Performance Contract
- » Implementation Work Approvals - What information is required to approve the commencement of works
- » Performance Guarantees – What can and cannot be measured, verified and guaranteed

Benefits of presentation to delegates:

Delegates will:

- » be presented with a case study of an active project that seeks to fast track the renewal of large scale ageing infrastructure;
- » hear the challenges that one of Australia's largest Universities faces in delivering such a renewal programme through an Energy Performance Contracting procurement method.
- » Increase their knowledge of the planning and resourcing needs to deliver infrastructure renewal programmes of this kind

SESSION 3

Benchmarking International Student Experience

SARA BOOTH, TIM DUFFY

University of Tasmania

Dr Sara Booth, Head, Student Evaluation, Review and Reporting Unit at UTAS, is responsible for the implementation of university wide projects and policies in relation to learning and teaching quality. Her expertise is in benchmarking, reward and recognition and course quality.

The globalization of higher education has stimulated many changes in the sector such as students and staff being recruited from around the world and universities building alliances and networks with others on common interests and profiles (Debowski, 2012). These changes have had significant impacts on internationalisation agendas and investment in international student recruitment, student exchanges, research collaborations and joint academic programs. Internationalisation is defined as 'the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education' (Knight, 2003, p.2).

One approach universities can use to adapt to this constantly evolving global environment as well as act as a 'unifying mechanism' (Debowski, 2012, p.15) is through sharing and comparing knowledge on internationalisation and its core elements. An international benchmarking project with the universities of Canterbury (New Zealand); Tasmania (Australia) and the West of Scotland (United Kingdom) was undertaken (February-July, 2014) to understand three aspects of internationalisation at the global and institutional levels: 1) comparison of international student experience and essential components; 2) exploration and comparison of external relationships and partnerships and comparison of domestic students' international experience.

The benchmarking project was considered mutually beneficial for the following reasons: 1) the purpose and impacts of internationalisation agendas and understanding the student experience need to be investigated; 2) to gain a deeper understanding into international student mobility across different countries; 3) provide opportunities

for universities to better prepare their graduates for the global era; and 4) build international, collaborative partnerships in internationalisation. Findings and outcomes from the cross-institutional, international peer review benchmarking exercise will be disseminated and discussed.

SESSION 4

Service Matters – Or Does It? A Case Study of Implementing a University Wide Service Improvement Framework

SHARONE CIANCIO, BETTY TREZZI, WILLIAM MCKENDRY, LISA RAINBIRD

Australian Catholic University

Sarone Ciancio has worked in the tertiary sector for 20 years in a range of positions, which up until recently have been focused on the student experience. Recently her focus has broadened to Corporate Services, with her appointment to the role of Portfolio Manager for Corporate Services at Australian Catholic University. She is currently involved in a major university project focused on implementing a shared services model across the University. Sharone is a registered psychologist with a keen interest in organisational and cultural change whilst engaging staff through the experience.

Betty Trezzi is currently working as a Business Analyst for the Shared Services Project at ACU. Her professional experience includes working as Project Officer for the Postgraduate Strategy within the Office of the Academic Registrar at ACU and at Brescia University (Italy) where she managed projects focused on excellence in higher education, internationalisation of teaching methodologies and academic research.

She holds a PhD in Computing Science, a Master in IT, and a Master in Mathematics.

Australian Catholic University (ACU) was founded in 1991 through the amalgamation of a number of Catholic tertiary institutions. Over the past four years, ACU has experienced substantial growth in student numbers, resulting in a 40% increase in students. Today, ACU has in excess of 25,000 students and 1700 staff, and has recently embarked on a reform program to ensure that the University has the right structures, processes and activities in place to achieve its strategic plan, and to position ACU for the future. The reform program involved three pillars: the rationalisation of its faculty structure; improving its research standing and output; and implementing a Shared Services model to provide more effective and efficient services across the University. This presentation focuses on the third pillar - service delivery. Unlike other universities who have reviewed service delivery of professional staff, ACU has not been driven by the necessity to make significant reductions to professional staff as a cost saving measure. ACU's increase in professional staff has matched its growth in revenue, however, there has not necessarily been alignment of function, location and the delivery mode of professional services with the University's strategic directions and operating environment.

This presentation outlines efforts to ensure service delivery at ACU is fit for purpose, in order for ACU to be equipped for the future. The presentation will provide an overview of the project's intent to assess, identify and implement the most suitable service delivery model for ACU, in the context of a rapidly growing student population, across

seven campuses in Victoria, Queensland, NSW, ACT and South Australia. The presentation will define the objectives for this major university project and how the plan was implemented to define a new service delivery model for ACU. In particular, attendees will be provided with some of the challenges and lessons learnt to date (critical success factors) in undertaking such a wide-ranging project. A key challenge is defining the appropriate scale and timing to ensure the desired change is achievable and involves consideration of so-called 'big bang' versus 'incremental' approaches. The presentation highlights the balanced approach adopted by ACU and the need for a comprehensive service strategy to underpin any service delivery model including fostering a service culture and the criticality of evidence-based decision-making. The presentation identifies a number of tools and data sources for understanding service delivery across a university, including functional benchmarking, organisational analysis methods, surveys and staff engagement to identify service improvements.

SESSION 5

Entrepreneurial Research in a Public Sector Culture: One School's Experience of the Introduction of a Fully Comprehensive Project Costing Model

CONNIE MOGG, LEISA MCGUINNESS
Monash University

Connie Mogg was appointed as the Manager, Research and Revenue Accounting Services for the Faculties of Medicine, Science, Engineering and Pharmacy at Monash University in January 2011. Previously Connie was the School Manager for the School of Public Health and Preventive Medicine at Monash.

Connie has also held administrative positions at Deakin and UNSW, following a career in the public and private health sectors that spanned over 16 years.

The Tertiary Education Sector is currently operating in fiscally challenging times.

While it remains crucial to uphold and protect the values that support research in the sector, the financial constraints under which we are currently operating has led to a need to change the way we approach the costing of research. We have had to change from the public sector sense of idealism, which essentially presumes a right to access funding to support research, to adopting a more entrepreneurial mind set using innovative ways of ensuring that areas remain financially viable. This approach is based on the theory that this will ultimately ensure a strengthening of research, as it will minimize the pressure on dwindling resources.

In 2013, the Faculty of Medicine, Nursing and Health Sciences at Monash University worked closely with Research and Revenue Accounting Services to ensure accurate costing of all research and commercial projects. This was a major cultural shift. In the past, the costing of projects had been ad hoc, with no consistent approach, policies or systems governing this. It was also rare for the true costs to be accurately reflected, but rather, they often reflected what the researcher perceived a particular funding body would offer.

The School of Psychological Sciences has undergone significant transformation in all areas of endeavour in the past five years: moving from a teaching intensive academic unit which carried a large financial deficit, to a vibrant, successful research School over that five year trajectory. The School has actively embraced and implemented innovation and change, and was keen to roll out the project costing model as an early adopter.

This presentation follows the journey of the implementation of the university approved costing model into the School of Psychological Sciences, and explores the cultural, structural and systems changes to embed this model.

SESSION 6

Actions Speak Louder than Words: The UWS MyVoice Journey and Achievements

AGGIE LIM, KELLY LANFRANCA
University of Western Sydney

Aggie is the Director, Organisational Development at the University of Western Sydney. She has worked across a range of strategic and operational contexts within the higher education, non profit and public sector settings.

Kelly is the MyVoice Project Officer. She started at UWS in 2006 in the Urban Research Centre before joining the Organisational Development Team.

Aggie, Kelly and the OD Team are passionate about enabling and facilitating individuals, groups and organisations to grow and flourish, and engaging staff in creating a positive workplace culture. They aim to deliver innovative and relevant organisational and career development programs and initiatives that make a difference in the professional lives of staff and that have a ripple effect in the workplace and for students and the community.

Most universities now conduct staff engagement or organisational climate surveys. The University of Western Sydney (UWS) held its first staff engagement survey in 2012 with responses from 83% of academic and professional staff providing feedback on a range of organisational and HR practices. Overall, the level of satisfaction with working at the University was 1% higher than the sector average. This was particularly surprising given the organisational restructuring that had occurred in the six months prior to the survey. Responses highlighted a number of areas for improvement at both the organisational and local level.

Gaining the buy-in of employees and senior management in actively engaging in university initiatives is important for changing organisational culture. The UWS MyVoice Staff Engagement Project demonstrates the benefits and challenges of adopting a whole-of-institution, top-down, bottom-up approach. This paper provides a case study for utilising the staff engagement or organisational climate survey as a launching pad for engaging senior management, Schools and Divisional Units, and academic and professional staff in addressing areas for improving organisational culture and HR and management practices at the local and organisational wide levels. The paper will also describe some of the tangible outcomes of the project to date.





The paper explores how a tertiary education institution has responded to the staff survey results by implementing innovative ways of engaging senior management and staff in identifying and actioning improvements in organisational, management and HR practices. MyVoice Working Groups were established to support sustainable change in eight key areas – senior management communication, inclusive decision-making, cross-unit collaboration, career development for academic and professional staff, recruitment and selection, supporting new staff and responding to workplace bullying – all challenging but critical areas for maximising employee engagement in alignment with the organisation’s strategic goals. The Working Groups are each mentored by a member of the Executive and Dean.

The paper outlines some of the significant achievements from each of the MyVoice Working Groups and discusses lessons learned along the way for engaging the Executive and staff in successfully implementing a complex organisation-wide exercise. Some tangible outcomes include ‘Meet the Executive’ campus forums; email etiquette tips; an improved welcome pack for new staff; an online module on ‘Career Development for Academics’; a Checklist for Academic Portfolios of Achievement; speed mentoring sessions for early career academics; an improved Professional Development Policy; and postcards, website and information sessions for responding to workplace bullying.

A second survey will be conducted in May 2015. This will prove to provide interesting results over a three-year period of continued organisational change since the first survey, particularly with a change of Vice-Chancellor in January 2014. The key challenge remains in how to create sustainable change while maintaining motivation and momentum in employee engagement.

SESSION 7

Using the Student Lifecycle to Guide Strategy and Change – QUT Business School Initiatives that Enhance the Student Experience

GINA COURTNEY, GINA PALMER, EMMA YERBURY
QUT Business School

Gina’s experience includes working in large complex organisations including civil construction, port environments, as well as acquiring 20 years in the higher education sector in the areas of tertiary management, administration and teaching. Gina has spent the last 10 years working in the QUT Business School leading accreditations and the Academic Services Team. For her work in coordinating five complex international quality assurance frameworks guiding international business education (EQUIS and AACSB), Gina received faculty and institutional awards in recognition of her focus in achieving excellent outcomes. As a tutor, she was a recipient of a team teaching award for teaching the undergraduate foundation unit in public relations. Her professional interests include leadership, innovation and strategic management. With highly developed constructive leadership skills, Gina places important emphasis on working collaboratively and in creating a dynamic and supportive environment, and actively contributes to the QUT Business Schools organisations strategic and aspirational goals.

Student engagement is widely recognised as an important influence on achievement and learning in higher education (Kahu, 2013), connected to student success (Zepke and Leach, 2010; Universities Australia, 2014), yet is a term also considered ubiquitous in the university sector (Baron and Corbin, 2012). It is also used in the measurement and monitoring of institutional performance (Booth, 2013; Axelson and Flick, 2011; Zepke and Leach, 2010; Coates, 2006).

However, while ‘student experience’ may describe all elements of the ways in which universities and students engage with each other, student experience using a whole-of-university approach is the key to engagement (Baron and Corbin, 2012). In Australian higher education institutions, closer attention is being paid to the contemporary concept of the ‘student lifecycle’, which arguably more clearly identifies the interactive relationships that exist between student and university. Universities and their units are adapting to rapidly changing internal and external environments with services being modified to ensure ongoing value for critical stakeholders.

Like other universities, Queensland University of Technology and respective divisional, academic and service areas seeking ways in which they can continue to provide leadership and support in the implementation of strategic initiatives that measurably strengthen teaching quality and learning as well as enhance the student experience. QUT Business School is Australia’s first business school to earn all three symbols of excellence from the world’s leading accrediting bodies, and is highly active in leading innovation at QUT exploring new ways to enhance the student experience, as well as further advance its national and international reputation. Using a case study approach, this paper showcases four successful initiatives purposefully deployed by the QUT Business School consistent with its own treatment of a student lifecycle approach and strategically aligned to core objectives to enhance the student experience. The following examples are set out using the four quadrants identified by Lizzio (2011) in his conceptual student lifecycle framework.

Transition towards – future students

In 2012 QUT Business School implemented a novel approach in utilising web and media technologies to engage prospective international students prior to application. The successful outcomes from this approach have developed into an online chat initiative that is being expanded to engage all Business students. As a result of its success in engaging students, the University is considering its implementation centrally.

Transition in – commencing students

QUT Business School recognises the importance of student connectedness as they transition into university life (Szekeres, 2013). The launch of an innovative orientation and business smart program has resulted in significant increases in attendance and participation in orientation and with a companion scaffolding program to support undergraduate and postgraduate students in their study right from the time they receive their letter of offer. Orientation figures show undergraduate participation increasing from 50% in 2012 through to 73% first semester this year. The companion Business Smart Program is attracting large numbers of students eager to participate in targeted just in time modules to successfully meet student academic and learning requirements throughout the semester. This approach has proven highly successful and praised at the University level, with other QUT faculties adopting a similar model.

Transition through – continuing students

After initially (10 years ago) observing a decline in student connectedness with University life and study, the QUT Business School created an initiative that provided an opportunity to deepen student engagement and connected students with their peers, industry and community. The extra-curricular Business Advantage Program helps students relate to their university experience, and to develop a wide range of professional, personal and citizenship skills through structured learning opportunities in workshops delivered by external facilitators. The Program celebrated 10 years in 2013 and continues to demonstrate ongoing relevance and value to both students and faculty. There have been more than 5000 module participations from close to 3000 students.

Transitions up, out and back – completing students

Informed by research showing the growing need for Australian universities to offer targeted career services (Murry, 2000), by maximising resources already supporting activities at the University level, and by mobilising these into a 'framework', the Business School is able to demonstrate that business students are using, extensively, the services currently offered at various levels across both QUT and the Business School. The framework provides a valuable account to the accrediting bodies regarding career services available to and utilised by students. Importantly, adopting this approach has highlighted further opportunities to expand the framework into new targeted services of value to our students consistent with our strategic objectives.





MONDAY
1 SEPTEMBER

1.30pm – 2.20pm

Concurrent

C

SESSION 1

Designing and Delivering Facilities in Environmentally Sensitive and Remote Regions

BRAD MULLER

Dm2architecture

Brad has 20 years experience in the architectural, client representative and project management fields, with a strong portfolio of tertiary sector projects encompassing both research & teaching Laboratories, interactive learning spaces, feasibility & planning studies, office accommodation, administering the contracts and Post occupancy evaluations. With the position of design director, Brad has input into projects to achieve a balance between functional solutions, life cycle & adaptability considerations with and aesthetic outcomes.

This presentation will focus on how learning, research and accommodation facilities can be delivered in some of the world's most environmentally sensitive locations without significant adverse environmental or social impact.

As tertiary institutions are increasingly taking their teaching, student and research activities into remote and environmentally sensitive locations (as opposed to the classroom) this session will have relevance for institutions looking to establish facilities in these sorts of locations.

The session will reference, by way of case studies, relevant work by dm2architecture including:

- » A research and accommodation facility on Heron Island, Great Barrier Reef, for the University of Queensland
- » An accommodation facility in the world heritage listed rainforests of the Lamington Plateau, at Binna Burra
- » Concepts for mobile and temporary physical containment (PC) labs and other labs which can be moved to locations of interest with minimal disturbance to local ecology
- » An environmental research facility proposed for the now-abandoned Traveston Dam project

Each project demonstrates particular features of design and delivery that are unique, and the lessons learned from each will be shared with session participants. Dm2architecture have completed a large number of projects for tertiary institutions in Queensland and have developed a particular reputation for their research facility design, and for their understanding of sustainable design principles.

SESSION 2

How Innovative Building Technologies Harvests Big Data to Enable Superior Decisions

HARRY TROEDEL, NATHANIEL GALINDO, JOHN PEACOCK
University Of Melbourne, DTZ

Since May 2008, Harry Troedel Sustainability Manager Implementation has had the specific responsibility of reducing the University's carbon emissions and driving sustainability initiatives across campus.

He has implemented more than 200 energy reduction projects equating to over 32,000 T CO₂e and equivalent to saving the University more than \$3 million on an annual basis in energy bills.

His work, particularly in the lighting and LED space has seen several other Universities and businesses following the University's market leading position. A key project delivering this was the complete building lighting upgrade (BLU) project that retrofitted over 2800 fittings (all of them) across two buildings to LED lighting technology, with Zigbee protocol based wireless controls. This project (delivered by DTZ) demonstrated that LED technology can now meet all lighting needs in a building something not shown before.

Nathaniel Galindo is the National Manager Engineering and Technology for DTZ's Energy and Sustainability team whose technical ability, industry experience and commitment to innovation set them apart from many other competitors in delivering specialised Environmental services. Nathaniel heads the technology governance and implementation team where the devices and overall solutions created through this platform are implemented to drive energy, resource and operational efficiencies throughout DTZ's client portfolios. Working amongst a diverse team of technical, strategic and analytical experts, Nathaniel brings a services focused approach to technology development, using innovation as the key driver to delivering solutions.

The need for improved efficiency, productivity and environmental sustainability are concepts that are firmly entrenched in the maintenance and operation of all universities. In a world where almost everything can be connected to the internet, the quality, volume and ability to interrogate complex data sets offers clear opportunities for innovation.

This abstract looks at a lighting control project implemented at the University of Melbourne where through its implementation it has not only achieved significant savings within the lighting energy use but through the motion sensors, the system is now providing granular metrics on space utilization. This feature enables the university to understand how they use their space, identify areas of under-utilization and for strategies to maximize space use.

The opportunity

In 2012, the University of Melbourne (UoM) tendered for an LED lighting and lighting control system upgrade across two buildings. While the performance standards were for traditional hardwired motion and daylight sensors and timer switches, DTZ offered a wireless digital solution that was ultimately the successful tender. The solution offered a new generation control system utilising wireless devices with the same proven functionality of a traditional system, but with the added benefit of remote monitoring and control over the internet.

The benefits

From a technical viewpoint, replacing the existing equipment with new wireless variants allows end-users greater detailed control that can align to semester programs. Wireless controls go beyond meeting basic control requirements by also being able to capture and trend energy data from each light switch, lux levels from daylight sensors and the occupancy status of motion sensors.

Importantly, these benefits are available at a comparable cost to traditional technologies. In financial terms, the implementation of wireless technologies currently sits on-par with traditional approaches, but offers significant potential for further cost savings down-the-line through data analytics and subsequent operational optimisation. The knowledge expansion that comes from the data, opens up key decision making opportunities for senior management.



Implementation

The total project implementation included around 1,000 wireless devices comprising light switches, motion sensors and daylight sensors. Typically in old buildings, access to cabling behind walls and ceilings poses a significant risk and represents a major cost in the project. The benefit of wireless technology allows the contractor to utilise the same lighting cabling and adopt a one-to-one replacement.

Operational efficiencies

Beyond implementation efficiencies, “big data” presents a unique opportunity to understand how a facility is being operated and where opportunities for optimising performance lie. For example, a simple change in control settings (remotely) where lights are controlled by wall switches rather than the motion sensors, achieved a 30% reduction in the operational use of lights. This demonstrates the flexibility and power that the wireless controls offers to users and operators.

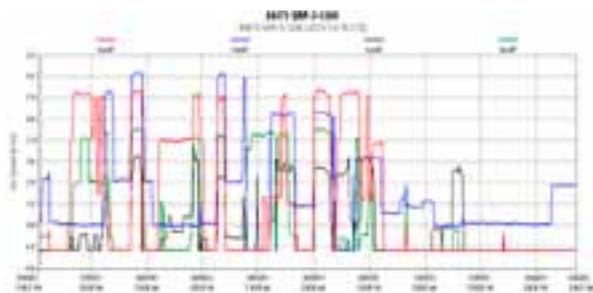


Figure 1: Level 10 Lighting Pre-Measurements

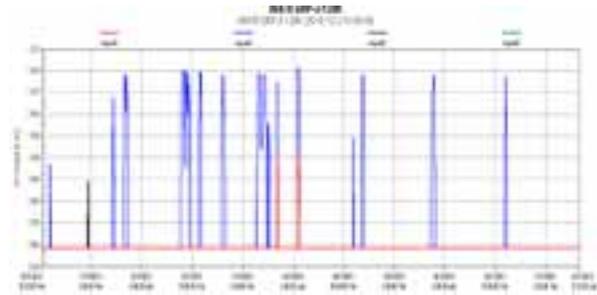


Figure 2: Level 10 Lighting Post-Measurements

Using the same devices, further operational efficiencies can be gained through the motion sensors. As each sensor monitors a specific zone, this allows UoM to track the utilisation rates of local areas within their buildings. These new metrics presents accurate occupancy profiles from an individual room to a whole level, and can even be aggregated across an entire building or portfolio. These capabilities of tracking when and where buildings are actually being used offers further value to space planning activities clearly going well beyond the typical functionality of a traditional lighting control system.

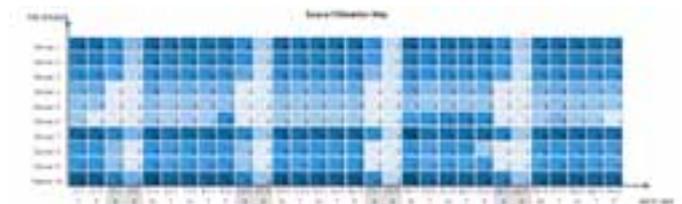


Figure 3: Level 10 Occupancy Profiling Map

Abstract for presentation

This presentation will aim to illustrate that through an innovative wireless control system, UoM and DTZ were able to utilise a lighting control platform to not only achieve significant energy savings but also now undertake space management strategies that can be applied across their portfolio. Of particular importance is the fact that most universities have a space allocation cost model which is traditionally limited in its ability to be monitored accurately. The ability to provide granular metrics on space now provides a platform for Property Services and Departmental Directors to reach outcomes where departments can reduce operational cost while allowing Property Services to re-allocate and better utilise space.

By the time of the presentation, DTZ and UoM will aim to:

Have detailed learnings on the use and application of the data

- » Benefits and strategic opportunities now feasible with the use of this type of data
- » How this information can be applied to other universities
- » Present technology trends and how these are creating significant opportunities in portfolio and campus management.





SESSION 3

Success in Saudi: Surviving or Thriving?

SHERYL MORGAN

Wintec (Waikato Institute of Technology) NZ

Sheryl Morgan is the Project Development Manager at Wintec, a large Institute of Technology in Hamilton, New Zealand, which offers vocational and professional education from trade through to postgraduate level. A professional project manager, with international accreditation, she has held various roles in the tertiary sector over the last 20 years. When not coaching and training people in project management and managing high risk strategic projects, she has acted as a transition manager in corporate areas for everything from Enrolment and Human Resources to Business Development, Learning Support, and latterly, Head of the School of Business. Always willing to accept a challenge, she's been managing a curriculum development project in Saudi Arabia for the last 18 months. She says it is comforting to know that tertiary education still has the capacity to surprise and amaze, even after 20 years.

Is the Kingdom of Saudi Arabia the dream opportunity for entrepreneurial educational organisations or a nightmare for battle scarred veterans in internationalisation? The answer is 'yes' to both scenarios. Some providers have not survived the nightmare experience of a very challenging and unpredictable operating environment. The dream on offer comes from the Saudi government, which is actively looking for international partners to manage groups of the 20-25 new tertiary vocational institutions, 'Colleges of Excellence' it is building every year. However, all dream opportunities have potential nightmares and this is no exception. Does your organisation have the capacity and capability to survive or thrive through the experience? The business case and regulatory approval process is time consuming within your own country even before meeting the Saudi government's requirements for contracting to operate and manage a group of new Colleges. In addition, working in the Middle East brings its own challenges for expatriate organisations and the pitfalls are well documented. Local requirements may be unexpected. Our local Chamber of Commerce was surprised to be asked to provide the bank in Saudi evidence of our membership before bank payments could begin. Simple things, like the difference in time zones, have unexpected consequences. Do you or your staff want to work 6pm to 2am to resolve problems in Saudi local time? So, given the known difficulties for existing providers in the Middle East, why is the Kingdom of Saudi Arabia attracting considerable interest from tertiary education institutions active, or aspiring to be active, in international delivery?

Unlike Australia and New Zealand, there is substantial growth in the tertiary education sector in both student numbers and funding. Fifty percent of Saudi Arabia's population is under 20. Unemployment rates for young Saudi nationals are very high, which carries considerable social risk associated with under occupied youth. There is also the government's intention to train Saudi nationals to take over the country's infrastructure which, in vocational fields, is almost entirely staffed by expatriates. In addition, the government is very keen to boost the employment of Saudi nationals in the private business sector. There is clearly not going to be a shortage of students, and the Saudi government is funding them, so what other challenges would a tertiary education provider face? Colleges of Excellence international operators are expected to meet targets on employment outcomes for students. This is challenging in a country where approximately 80% of female graduates are unemployed. The single major employer of women is the Saudi Arabian government's own Education Department. There is virtually no private sector employment for women, and few occupations are available to them due to the strictures of Qu'ranic law.

What is the difference between surviving and thriving in this environment? Organisations balance strategic fit, assessment of risk, good financial planning, and sound advice from reliable sources. Professional assistance from consultants for the business case and meeting regulatory requirements will help mitigate known risks. Recruitment of key staff for offshore delivery, consortia negotiations with potential partners and good local legal advice on contract negotiations also mitigate risks. A ruthlessly realistic appraisal of the organisation's capability to deliver teaching in the required vocational area will reduce the nightmares. Experience in our own organisation has shown that this is crucial, as is a very good

understanding of the level of knowledge of entering students. They are coming from high schools that have a strong emphasis on knowledge of the Qu'ran in the curriculum. Skills in English, maths and science may be well below what was expected or would be encountered in a Western based system. Changes to staff development, the teaching materials, assessments and careful monitoring of completion are required. Recruitment of staff with local experience, good contacts and well-honed political skills are critical. Our own organisation has recently been co-awarded contracts to operate and manage three new Colleges of Excellence in Saudi Arabia, two in Al Wajh and one in Umluj. These are in partnership with Mondragon, a Spanish university already managing Colleges of Excellence, acting as lead provider, and a local partner.

There are undoubtedly huge opportunities in Saudi Arabia that are not just dreams, and there are substantial risks and nightmares as well for organisations operating in a markedly different culture and environment. At the end of the day, it's not the dreams, it is the battle scars which are the most valuable learning for the organisation, and those battle scars take the organisation from survive to thrive.

SESSION 4

TEQSA: Evolving for More Effective Regulation

IAN KIMBER, CATHERINE FITZGIBBON

TEQSA

Catherine has been working as a regulator of Higher Education since 2007. Prior to working as an Assistant Director in Regulation and Review at TEQSA, Catherine was a Senior Higher Education Quality Assurance Officer at the Victorian Registration and Qualifications Agency (Department of Education Victoria). Catherine has worked extensively with Academic Panels and more recently with TEQSA engaged external academic experts to undertake Registration and Accreditation assessments of Higher Education Providers ranging from University to small Non-self-accrediting Higher Education Providers. Catherine has specialist experience in the ESOS Framework, having worked in ESOS compliance and assessment across all education sectors, including dual-sector and multi-sector environments since 2001.

In this presentation we will discuss how TEQSA has adapted to a changing regulatory environment. We will explore how it has balanced embracing the principles of the government's de-regulation agenda whilst ensuring that it fulfils its role of maintaining standards in Australia's higher education sector.

We will explore how TEQSA's regulatory approach has evolved from the Agency's inception in 2012 and how it has used the experience of those first two years to develop a fully risk-based and streamlined approach to regulation. To help bring this to life we will look at examples of how these developments have positively impacted on the sector in terms of reducing the evidentiary requirements of higher education providers.

SESSION 5

Improving Transparency & Accountability in University Administration in the Asia Pacific: The Case of Papua New Guinea

ALBERT SCHRAM

Papua New Guinea University Of Technology

Much of the literature on university governance and administration makes key assumptions about normal administrative practice, governance structures and respect for the rule of law and integrity of institutions, which not necessarily hold true in developing countries. Of the four dimensions of university autonomy (financial, staffing matters, organisational and academic) the first two are by far salient factors (Estermann & Nokalla 2009). The key issues are not about how to respond to fundamental changes in the environment, but involve rather more pedestrian issues (Barber et al. 2013).

For the transformation of the PNG university system, the first step was the creation in 2010 of a clear policy framework in which transparency and accountability in governance, and academic quality are the two focal points (IRUS, 2010). The issue of financial sustainability was only partially addressed (Salmi 2009). As a result, the university system in PNG is currently undergoing major

transformation with the two major universities performing regular internal audits and putting control systems in place. In addition, academic audits and continuous improvement quality management systems were beefed up. In the process, politically civil society obtained a major victory convincing the government to stop using migratory instruments to keep out foreign academics who had become a political inconvenience. In order to lead this process, a strategic plan must be in place to provide a sense of purpose and direction (Schram, 2014a, 2014b), and sufficient time should be spent forming strong and cohesive senior management teams. This is the necessary second step. Thirdly, continuous consultation mechanisms with student and staff organisations - the major beneficiaries of a well run university system - need to be created in order to guarantee the stability of the organisations and the continuity of operations. In short, universities in the Asia Pacific can be transformed if a policy framework focusing on transparency, accountability and academic quality is put in place. In the transformation process, in order to assure stability and continuity of operations, staff must receive a nationally competitive compensation package, and students must have retain access to affordable and quality higher education.

SESSION 6

Staff Training and Development Program for Sessional Employees

ADRIANA BONIFACO, DORA POULKAIS

RMIT University

Adriana Bonifacio holds an Arts degree from La Trobe University, Graduate Diploma in Secondary Teaching from the University of Melbourne and an MBA from La Trobe University. She joined RMIT University in 2010 as the School Manager at the School of Computer Science and IT. She manages the School operations, including finance, services and resources. She is also the Chair of the School Operations Committee and an active member of the School Executive Committee and Industry Advisory Committee.

Adriana has 13 years experience in the education sector including her role as a secondary school teacher in the Victorian public education sector and Campus Director in the private education sector. She has a strong interest in student equity programs within the education sector.

As a Services Coordinator for the School of Computer Science & IT, Dora Poulakis has been managing the Human Resources activities within the School for the past 4 years.

Dora began her career at RMIT as an Executive Assistant to the Dean of Academic Development with the PVC office in Business, her background prior to the University was in the Corporate Industry in commercial real estate. Her fulfillment in the educational sector saw her move forward to her current role as Services Coordinator within a School where she felt she had much to offer in a School and involvement in the day today educational experience with both students and academic staff. Dora has completed her Diploma in Management in 2011.

Her extensive experience in the client service sector has prepared her with many years of experience in working with a diverse range of staff and is able to support them by focusing on their individual needs.





Background

Continued growth in student numbers and increased time allocated to academic staff to participate in research activities has led to an ongoing need for Universities to engage sessional or casual staff to provide teaching activities. The School of Computer Science and IT recognised that there was ongoing engagement of sessional staff however a training program was not readily available. With strong emphasis on the student experience, the School recognised the need to invest in the training of their sessional staff to ensure the positive student outcomes. The training program consists of three main areas: orientation, teaching development and resources.

Orientation

Prior to each semester the School provides a 2-3 hour information session for all new sessional staff. The session involves presentations from both school professional staff and experienced sessional teaching staff. The orientation session includes:

Welcome from the School and coverage of housekeeping matters such as access to class rooms, pay enquires et cetera.

- » A presentation on Occupational Health and Safety advising on how to report incidents and how to evacuate students in an emergency.
- » Timetable staff presentation providing information regarding room scheduling and room access.
- » Presentation from a Sessional academic staff member on their experiences and what they can expect from teaching, what tasks are involved in the position, how to prepare and where to seek support.

Teaching Development

The School provides a five week tutor training session in which all new Computer Science and IT sessional staff are encouraged to participate. The training is held once a week for two hours. Due to the value the School places on the training program, sessional staff paid an hourly rate to participate over the six weeks. The program is run by an experienced and highly awarded long term sessional staff member who is an expert teacher in the area of Computer Science and IT.

In addition to the weekly training sessions, new staff are observed within the classroom with a follow up report and one-on-one observation feedback meeting provided within the first six weeks of their teaching.

Upon completion of this Tutor Training session each participant receives an Achievement award signed by the facilitator and Head of School

Resources

The School provides a suite of resources for sessional staff where they can access the electronic FAQ for Tutors & Lab to assist sessional staff in familiarising themselves with their newly assigned teaching role. Along with this publication the School also provides sessionals with the RMIT College of Science, Engineering and Health Introductory Guide for Tutors and Lab Demonstrators.

SESSION 7

The Value of Youth Insights

LORRAINE RYAN, SHAWN WALKER

La Trobe University

Lorraine Ryan is a Marketing Coordinator managing the Youth Marketing Consultative Group and Student Ambassador Program at La Trobe University. Lorraine has an extensive marketing and promotions background working in both Queensland and Victoria for Government and community organisations concerning youth participation and engagement. Lorraine, in conjunction with her wider team accepted an award for Employer of the Year in 2012 for the development and execution of a Youth Work Experience Program aligned to Swan Hill Rural City Council.

Using youth to gain valuable marketing insights provides a unique platform to develop and test marketing and student recruitment activities. Engaging secondary school students in identifying future opportunities for marketing plans is crucial to obtain valuable consumer insights in a cost effective way.

In 2012 La Trobe University developed the Youth Marketing Consultative Group (YMCG) in response to the financial implications due to the deregulation of the Australian high education sector and the contracting Victorian Year 12 market segment. The changes in the sector have placed increased pressure on already strained marketing and student recruitment efforts within universities, with growth from intakes only possible from taking market share from other universities. Adapting to these changes is essential to ensure targeted approaches to remain a market leader in the higher education sector.

To achieve cut through in the market, La Trobe has committed to innovating its interactions with secondary school students to gain valuable consumer insights with the intention to create customer loyalty. The YMCG comprises secondary school students from a range of La Trobe's key feeder and target schools, covering diverse age groups and cultural and socio-economic backgrounds. This process has included involving them in the development of marketing and student recruitment strategy and their ongoing review.

The success of the YMCG has helped to strengthen vital relationships within their key account schools. Most importantly, the consultative group fosters a customer centric culture which is an essential element of La Trobe's marketing and student recruitment approach.

The YMCG meets monthly for three hours after school, along with staff from the marketing team, and a core group of student ambassadors. Students are being involved early on in the product and promotion life cycle with insights being actively used in the redevelopment of naming conventions for courses.

A parallel initiative to the YMCG is the La Trobe Student Ambassadors Program. Also known as brand ambassadors these students are an extension of the marketing division and are an influential group due to their ability to peer-to-peer market. La Trobe's Student Ambassadors help facilitate discussion and are integral members of the YMCG and help to build strong relationships between secondary school students and current tertiary students.

Many internal and external stakeholders have committed themselves to contributing to this ambitious and collaborative project that is assisting in changing the face of La Trobe from the ground up.

MONDAY
1 SEPTEMBER

2.25pm – 3.15pm

Concurrent

D

SESSION 1

Integrated Waste Management at USC

HAILEY BOLLAND

USC

Hailey Bolland holds a Bachelor degree in Environmental Science and has experience working in a variety of environmental and sustainability focused positions for State and Local Government and more recently the University of the Sunshine Coast as the Sustainability Officer. Her career experience has given her a strong background in strategic policy and planning, sustainable behaviour change and education, environmental management, business improvement, change management and sustainable event management.

The University of the Sunshine Coast is committed to increasing the sustainability of its activities. To facilitate this, Facilities Management has begun implementing a program that promotes a holistic approach to waste management and considers the entire life cycle of a product from procurement to disposal. The program incorporates a variety of initiatives that collectively form an integrated system for managing onsite waste such as:

- » Desktop recycling - current under-desk bins replaced with a combination of smaller individual desk bins and communal waste recovery stations.
- » Waste recovery stations – consisting of a colour coded bin collection system across campus to encourage the separation of waste streams.
- » Onsite composting machine (OSCA) – onsite organic matter is composted through the onsite composting apparatus and reused on campus gardens.
- » Phasing out the sale of bottled water – transitioning USC to a water refill campus.

Some of the benefits of introducing an integrated waste management program at USC include:

- » Alignment with objectives of the Strategic Plan 2011-2015: Strategic Priority 4: To develop USC for a sustainable future.
- » Reduced financial and environmental costs associated with waste disposal.
- » Improved separation of waste streams.
- » Reduced landscaping costs through abundant supply of quality compost.

- » Empowerment of staff and students to contribute to achieving sustainability outcomes.
- » Promoting environmental leadership to the wider community.
- » Enabling cleaning staff to take ownership of the new system which increases job satisfaction.
- » Working in partnership with local creators to provide ‘best practice’ methods.

The OSCA (On-site Composting Apparatus) is the first Australian system of its kind and has been designed using an automated aerobic system to process organic matter. The key features of OSCA include:

- » Process up to 2 tonnes of waste per week.
- » Low energy consumption.
- » Silent operation and odourless.
- » Produces safe high quality compost.
- » Two week turn around for compost product.
- » Designed and built locally, and all components sourced within Australia.

USC is the first University to roll out the composting machine (OSCA) technology and the first Queensland University moving towards a total water refill Campus as part of an integrated waste management strategy.

SESSION 2

From Paper Plans to Six-Dimensional Campus Models – James Cook University’s Asset Decision Support System

DAVID ROY

James Cook University

David Roy is a Building Designer and Geographic Information System (GIS) administrator for James Cook University (JCU). He is responsible for information management through CAD, BIM, and GIS. He has 17 years experience in the architectural field, and is integral in JCU's transition to BIM. David was the project manager for JCU's GIS and Virtual Wayfinding Project throughout 2012 and 2013.

Today's demands on facility managers require comprehensive knowledge of the assets they are responsible for. Maintaining asset information in drawing files, spreadsheets, documents, and hard medium creates information silos which limit knowledge flow. James Cook University (JCU) has implemented a solution to dissolve the boundaries of information and knowledge sharing that promotes data integrity, improves data quality, and engages users.

Now a corporate system within JCU, the solution facilitates detailed records of assets, such as:

- » Cadastral and property information, detailed surveys, registered and survey plans
- » Utility location, material, pipe diameter, gradient, date of installation, related assets, and connectivity
- » Building materials, date built, design and as-constructed documentation
- » Hazardous materials, confined spaces, and exclusion zones
- » Equipment locations and information including make, model, and serial number
- » Space inventory
- » Campus modelling and master planning





Our system used to include an unmanageable number of CAD drawings of varying currency and accuracy. We consolidated all of the asset information into a spatial database in order to obtain a *Single Source of Truth* for all corporate spatial information. We have ensured that this GIS database is compliant with international standards to future proof our spatial data infrastructure investment. The infrastructure and asset information is captured and maintained using *Munsys* applications. This software allows Estate Office staff to manage above and below-ground infrastructure information within the spatial database in a familiar and powerful *AutoCAD* environment. The asset knowledge is distributed through a web-based mapping application, *enlighten*, which enables JCU staff, as well as external consultants and contractors, access to the asset information they require.

Within the building envelope, Estate Office utilises Building Information Models (BIM) to document the inventory of building related assets, capturing architectural form, building fabric, space information, and maintained equipment. The building models are integral to operational systems within the university such as space management, emergency evacuation plans, communications infrastructure, asset registers, property management, risk management, and campus planning.

Investing in a solid data foundation for our GIS has enabled us to leverage the strengths of the Autodesk's integration between GIS and BIM. This holistic approach to asset information management allows us to utilise the GIS data to generate InfraWorks models, including full BIM / Revit models for the entire campus. Computer generated 3D models are not just marketing gimmicks; the campus models are the ultimate facility management tools in quantifying the asset base and providing a powerful tool for exploring planning scenarios, and facilitating early stakeholder engagement. Coupled with world-leading technology, energy analyses can be carried out on buildings within the campus context. With the campus models hosted in a secure cloud-based service, facility managers can employ the visualisation power of augmented reality; equipped with a tablet, users can stand on the ground and visualise in real-time the services below their feet, closing the loop from the field, on the desktop, to the field.

With this presentation we hope to take you on a journey from a CAD drawing based environment to a fully integrated 3D GIS / BIM. We will discuss the advantages we obtained and the lessons we learned during this process.

SESSION 3

The Future of the Campus: A Review of International Master Plans and Campus Trends and Themes

ADAM DAVIES
HASSELL

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

The higher education sector is under increasing financial, political and environmental pressure at a time when technology and learning models are changing rapidly. In today's competitive environment, a university's offer in the marketplace is being measured against the quality of its social and cultural facilities, its place in the city, its connectedness, and the degree to which it contributes to business outcomes and quality of life for its students, staff and community.

In 2012, whilst preparing a brief for The University of Queensland's new master plan, a review of the Group of Eight universities was undertaken. In 2013 this review was extended to include an international sample of 18 universities, 14 of which were selected from the top 50 of the 2012 Jiang Tao Academic Ranking of World Universities.

The aim was to understand the drivers and themes that are influencing the world's top universities and how they relate to the Australian experience. A review of these publicly available master plans provided a global snapshot of campus development and the sector's response to the seismic shifts caused by the Global Financial Crisis (placing greater pressure on assets from increased student demand and cuts to spending), the development of massive open online courses (MOOCs) and the exponential take-up of mobile, tablet and other technologies.

The reviews highlighted some interesting and emerging trends:

- » Emerging curriculum and research models - growth in, and the globalisation of, research are major drivers of change, evidenced by the shifting form and function of research buildings, the interdisciplinary and agile nature of many research teams, and the growing emphasis on collocation with industry partners.
- » Technology is driving change on a number of fronts - new styles of teaching using technology in the classroom, learning online, student-led learning on campus outside of classrooms, and obsolete buildings being replaced or upgraded to incorporate new technologies.

- » Student population growth and shifting demography - the increase in student numbers and changing student cohorts will place additional pressure on collaborative and social learning spaces, and the types and amount of amenity infrastructure such as student services, retail, food and beverage facilities and, of course, student housing.
- » Competition for talented staff and students, and funding is driving improvements in the campus as learning and working environments become vital selling points. Greater emphasis on innovative industry collocation, translational research, productive academic workspaces and student collaboration centres is also helping to entice the best students and staff from around the world.
- » Environmental sustainability - environmental concerns in relation to biodiversity, carbon emissions, climate change, and the use of energy, water and other resources are identified specifically as drivers of change on campuses around the world.

What has been consistently found, both internationally and among the Group of Eight, is that changing teaching, learning and research models influence the configuration of spaces supporting collaboration and socialisation and the rise of technology is an enabling tool.

A thoughtful and considered design-led approach is critical for a cohesive and “future-proofed” campus to flourish. A master plan led by designers working with clients, users, and various built environment, cultural, social, environmental and economic practitioners is important to enable success. The quality of the outcome is inherently related to the quality of inputs, analysis, testing and resolution of competing priorities. Executed well, a master plan lays the framework to enable these most valuable institutions to meet their future needs with confidence.

This presentation will highlight the main findings including:

- » Focusing on OECD countries, a snapshot of the position of higher education globally.
- » The trends and themes influencing master planning and their impact on campus environments and estates.
- » Headline findings of the International review.
- » Main findings of the review assessed against The Commission for Architecture and the Built Environment, United Kingdom (now integrated with the Design Council), stages of master planning:
 - Prepare
 - Define
 - Design
 - Implement
- » Current factors influencing master planning and campus design, including:
 - The need to understand the condition and capacity of services, systems and facilities
 - Allowing sufficient time for the master planning process
 - Having in place appropriate consultation and engagement processes
 - Defining growth expectations
 - Designing to accommodate change
 - Designing for flexibility and choice
 - Designing for transport resilience
 - Designing for partnerships
 - Identifying catalyst projects
 - Concentrating activity to drive value creation

SESSION 4

Valuing the Roles of Professional Staff in Higher Education: A UK/AUA and a Australian/ATEM Perspective

MELISSA BRADLEY, CARROLL GRAHAM
AUA, ATEM

Melissa Bradley is a Fellow and Trustee of the UK Association of University Administrators (AUA) and has over fourteen years experience in higher education administration. Melissa has worked across a range of academic administration roles including student administration, quality assurance and enhancement, governance and latterly, School and Faculty administration leadership and management, business planning, project management and learning and development. Melissa is the AUA representative at TEMC 2014.

Carroll Graham is the Association Secretary for the Association of Tertiary Education Management and has over 17 years experience in higher 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 the contributions that professional staff make to student outcomes. Over the last 5 years, Carroll has extended her network internationally, primarily with UK higher education administrators and managers.

This session will describe how the ever-changing landscape of higher education impacts on the roles of professional staff, with illustrations from both the United Kingdom and Australia. In order to provide professional services that meet the needs of our key stakeholders – students and other university staff – we must adapt to this changing environment. This session is designed to offer audience members the opportunity to exchange ideas with colleagues from across the sector to spread best practice, which will in turn contribute to the advancement of the professional standing of tertiary education management.

SESSION 5

The Benefits of Applying Stakeholder Engagement Frameworks to Program Management

MICHELLE BARKER
James Cook University

Michelle Barker is the Programme Director of a multidisciplinary international consortium of researchers, the Vector-Borne Disease Network. Michelle is a sociologist who has been responsible for leading collaborative networks and organisational change processes, including the development of engagement frameworks and strategies.

Engagement is a key tenet of higher education institutions’ strategic planning, with a number of frameworks and case studies available to guide organisations on best practice in this area. This presentation presents the benefits of applying these frameworks for analysing stakeholder engagement strategies to an international research consortium working on malaria eradication.





This presentation will detail the key tenets of successful stakeholder engagement strategies identified in tools and frameworks that have been developed with regard to integrating engagement at universities, including the Holland Matrix, the Carnegie Foundation for the Advancement of Teaching's Elective Classification for community engagement, the Campus Compact Indicators of Engagement and the North Central Association: Higher Learning Commission. These tools cover key themes that include: leadership competencies and motivation, institutional commitment, faculty roles and rewards, institutional cultural change processes, stakeholder development, and performance measurement. Additionally, there are a number of case studies regarding implementation that provide an evidence base for analysis of implementation of the tools in practice.

The Vector-Borne Disease Network (VecNet) is an international research consortium that develops resources to aid in worldwide malaria elimination. These resources enable effective analyses of the transmission of malaria according to ecological and biological factors, in order to develop vector control tools for worldwide application. VecNet stakeholders include researchers, industry, public health officials, and funding bodies, requiring extensive stakeholder engagement.

Tools for evaluating stakeholder engagement in higher education were used to analyse VecNet's programs in this area, demonstrating parallels between the policies, structures and commitment needed for success in institutions and those needed by research programs such as VecNet. These include location of engagement co-ordination structures in the hierarchy, financial commitment, staff reward structures, measurement strategies, the use of champions or early adopters, and the benefits of utilising pilots.

SESSION 6

Ready, Set, Go! Preparing an organisation for Change Readiness

NICOLA HOWARD, CHERYL FULLWOOD
Swinburne University of Technology

Cheryl Fullwood is currently the Curriculum Implementation Manager for Swinburne University. Her most recent role was Business Readiness Consultant on the Student One, Student Management System Project Team. The role was to assist the University Business Readiness Leads and Business Experts prepare the business for the system implementation and rapid organisational change to an Integrated Service Model. Cheryl has close to 20 years Higher Education Experience, with a strong background in student lifecycle management, processes, and course accreditation.

Previously, Cheryl was the Student Administration Manager for the Faculty of Business and Enterprise. She has a passion for leading and engaging team members, fostering an ongoing commitment to quality process improvement, staff training and development and implementing client service standards.

Nicola Howard is currently on secondment as a Business Readiness Consultant on the Student One, Student Management System Project Team at Swinburne University. The role is to assist the University Business Readiness Leads and Business Experts prepare the business for the system implementation and rapid organisational change to an



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Integrated Service Model. Nicola has over 12 years experience in the Higher education sector with nearly 10 of those at Monash University prior to joining Swinburne. Nicola has a strong background in staff management and leading through change.

Previously, Nicola was the Student Administration Manager for the Faculty of Engineering and Industrial Sciences. Nicola has a passion for excellent customer service which requires a focus on being student centric. Working with the larger team to look for solutions that will achieve this whilst achieving the efficiencies and streamlining objectives of the project.

What is change readiness?

This paper reflects on the business readiness engagement and assessment requirements undertaken during a university - wide change process. Swinburne University of Technology has experienced concurrent rapid changes in an 18 month period as it prepared for the implementation of the new student management system and an organisational restructure underpinned by an Integrated Service Model (ISM) across the University. Business change readiness is about the organisation having the capacity to meet the demands of the change process in four key organisational areas: the individual, the cultural, the structural, and the managerial.

This presentation will explore the key project objectives of the system implementation and the organisational restructure (ISM). The project was tasked with bringing together the dual sector business partners of Higher Education and Vocational Education to become "One Swinburne". The key objectives were to improve the client service culture, by enhancing the student experience, providing one source of data truth and delivering teaching and learning staff an environment that supports within an agile, innovative framework. The presentation will address areas of learning including: supporting staff challenged by rapid change and associated fatigue, quick wins and readiness strategies that required adjustments to meet business needs.

The Business Readiness Consultants (BRC) working closely with Swinburne's highly diverse range of stakeholders contributed to the development and implementation of the change management programs. The project appointed knowledgeable staff from operational areas as Business Experts, providing valuable linkage and support to the project. Key managers became nominated Business Readiness Leads working collaboratively with Business Readiness Consultants as agents for change, by actively assessing the business readiness of individuals and teams. Readiness assessment tools and their benefits will be discussed. These included; planned timelines, change analysis documents, presentations, networks and transitional processes.

Key leaders across the organisation participated in interviews forming the basis of the primary data collected. The new integrated student admin ISM and operational business partners have provided insight and shared their experiences. These included: project governance, organisational engagement and other factors that contributed to the successful implementation of the new student management system and the integrated service model (ISM). The presenters will critique the change readiness including training deliverables, the ISM service delivery agreements and the expectations of the operational business partners.

SESSION 7

STICKY CAMPUS - Re-Inventing Retail for the 24/7 Campus

SUZIE BRAIN

Director, Brain & Poulter

Following a rapid ascent in corporate hospitality management Suzee started her first cafe in a shopping centre in 1988 and soon after went spectacularly broke! Arising from this, Suzee studied the elements of successful food retailing that, over the last 25 years, has turned into the pillars of success in food consulting worldwide in masterplanning, concept development, feasibility studies, operational reviews and retailer training and development.

With the removal of compulsory student union membership in 2006, Brain & Poulter's expertise has proven to be advantageous to University campus retail food planning having developed successful retail masterplans for 16 Australian University campuses including ANU, University of Sydney, University of Melbourne and JCU.

Suzee has a passion for food and is a member of the Property Council of Australia, TEFMA, The International Stores Planners Association, The Food Media Club and a regular guest speaker at industry events.

The current surge in building significant amounts of on-campus student accommodation throughout many Australian and New Zealand Universities, coupled with increases to non-semester training courses, 24 hour libraries and continued expansion of multiple learning pathways is opening up inspiring opportunities to increase and re-invent the amount and methods of delivering retail on campus to ensure students can interact on campus across longer day parts.

Different Students Need Different Retail

The Australian Government student data for the first half of 2013 showed just over 1.1m domestic and international students enrolled at higher education providers (HEP's) across the country, an increase of 3.8% from the same period in 2012. Public university enrolments account for the majority of this number at 1,060,316 students, up 3.3% over the same period.

Importantly, approximately 23% of this population are overseas student enrolments, which has shown an average annual growth rate of 5.9% per year between 2002-2011. Australia is currently the third most popular destination for international students behind the US and the UK. With the bulk of international student enrolments coming from Asia, China is a stand out majority followed by India.

The way in which International Students study, socialize and eat on campus varies distinctly from domestic students. Failure to respond to these requirements by adjusting the retail offer and hours is driving students off campus and diminishing retention rates for continuing studies. Getting a retail mix with high appeal to the different user groups requires careful analysis and planning.





International Student Growth Fuelling Increased Accommodation Demand

Opportunities for development, management and acquisition exist for this growing student base. Whilst it is well known across the globe that higher education providers encourage a large proportion of students to live on campus where the student experience enhances and improves overall performance, these consistent rises in student numbers across the country have placed increased pressure on the student accommodation sector and campus retail.

Studies illustrate that students residing on campus outperform their peers who live off campus. For this very reason, many universities are re-thinking their immediate and long term planning approach and embracing new campus wide masterplans to include delivering and enhancing a thriving community within the University grounds.

This includes opportunities to increase the number of beds on offer, currently around 42,000 according to Jones Lang LaSalle Property Management, improved flexibility with 24 hour access and dynamic retail to enrich the student experience, engagement and equity principles.

The “Sticky” Campus

It is becoming more common for Universities around the world to further support their central education strategies with the cost effective utilization of their extensive resources by allowing 24 hour student access to the campus. This flexibility of collaborative learning areas integrated with technology offers unbelievable convenience allowing students to work when the mood takes them. Importantly, this global shift unlocks extensive opportunities, both experiential and financial, to develop a thriving and exotic after hours campus community and RETAIL is central to providing students and faculty with more reasons to stay on campus for longer and more often.

Latest Campus Retail Trends

In this Abstract we will present best practice retail offers from around the globe that are proving to successfully engage students and staff in a broader and richer campus life experience. The presentation will include trail blazing international retail trends along with case studies from several Australian Universities in regards to how they are implementing innovative, vibrant and commercially successful retail strategies after hours. Case Studies include:

- » Australian National University
- » University of Sydney
- » Deakin University

In addition, the abstract presentation will provide the latest planning statistics for identifying the quantities of sustainable retail for “sticky” campus environments.



TUESDAY
2 SEPTEMBER

10.50am – 11.40am

Concurrent E

SESSION 1

Green Laboratories – The Reality

LYNETTE WILLIAMS

Umow Lai

Lynette has over 15 years of industry based experience in the design and construction of mechanical services in almost every market sector. Lynette is an expert in the area of laboratory design and has presented Laboratory Design at the International Institute for Sustainable Laboratories (I2SL) conference in the United States of America in 2010. Lynette is interested in the practical application of sustainable building concepts and has been intimately involved in the development of strategies for the greening of research and laboratory facilities.

Laboratories are often claimed to be energy in-efficient and not at all Green. Umow Lai has been designing Energy efficient laboratories before there were Greenstar tools and similar to rate them. This talk looks at the progression of Green laboratory design within Australia by reviewing case studies of a number of Umow Lai projects. From our overseas study tours we have found that Australia is at the forefront of laboratory design.

For all the case studies we will outline the design solutions with an emphasis on the unique design features and the construction challenges. These buildings typically have good lighting controls, rainwater harvesting and reuse, low water consumption fixtures.

Case studies will include the following:

- » John Curtin School of Medical Research
A pre rating scheme building, this building incorporates a number of energy efficiency measures such as a Thermal Labyrinth, Thermal Chimneys and Mixed Mode air-conditioning. (Design commenced for Stage 1 in 2003 and November 2011 saw the completion of Stage 3)
- » Monash STRIP 2
Also pre rating schemes this building used high performance plant with Active mass cooling and Under Floor Air Distribution. (Designed in 2005/06, Construction completion 2008)
- » University of Adelaide – Ingkarni Wardli – 6 Star Green Star Education v1 design tool
This innovative building uses Under Floor Air Distribution System and In Slab Heating and Cooling with Geothermal Energy Storage and Trigenation. (Designed in 2008/2009, Construction completion in 2010)

- » ANU College of Sciences precinct
This collection of buildings includes the use of Manifolded fume cupboards. (Designed in 2008/2009, Construction completion of final buildings in 2013)
- » CSU – National Life Science Hub (NaLSH)
This is a regional single storey building, achieving a Education V1 5 Star Greenstar Design rating. It uses more conventional air conditioning systems with higher efficient plant. (Designed in 2010, Construction completed in 2012)
- » University of Tasmania – Medical Science (MS2)
The First building in Tasmania to achieve a Education V1 5 Star Greenstar Design rating. (Designed in 2010, Construction complete in 2012).
- » University of Tasmania – Institute for Marine and Antarctic Studies (IMAS)
The Second building in Tasmania to achieve a Education V1 5 Star Greenstar Design rating, this building uses an closed loop system into the Harbour for heat rejection. (Designed in 2011, Construction due to complete in 2013).

SESSION 2

Reloading the Processes for Delivering Complex Facilities

MARK O'DWYER, ANDREW RUSSELL

H2^o Architects, Swinburne University of Technology

Mark O'Dwyer has an understanding of the contemporary issues confronting the design of complex facilities, based on more than twenty seven years of successful delivery of internationally recognised projects, supported by extensive travel to review significant projects in Australia and overseas, to create many recognised projects including Swinburne University Advanced Technologies Centre, University of Adelaide Plant Accelerator, RMIT University Advanced Manufacturing Precinct, Deakin University International Centre Business Building and Central Precinct. Mark is a director of H2o architects and regularly appears in different roles within the facility delivery process. Mark also regularly presents local and interstate lectures on contextual design responses, encouraging good design to industry bodies and schools of architecture, plus lectures on healthy, safe and sustainable design.

Andrew Russell is trained as an architects and works as a Project Manager for Swinburne University of Technology and has delivered many successful projects with Mark including recently for the Design Workshop relocated from the Prahran Campus to the Hawthorn Campus.

Complex teaching and research facilities are become more intricate and service dependent, requiring improved facility delivery methods, especially for the important briefing, documentation, construction and commissioning phases. The process for delivering complex teaching and research facilities requires reloading.

A revolution is changing the briefing and documentation processes for capturing the many complex requirements covering the characteristics, equipment and services for complex facilities, then transferring these requirements into successful built outcomes.

Previously the requirements for complex facilities were captured with separated packages of drawings augmented with tabulated





information. In the move towards a Building Information Model (BIM) facility delivery system, this capture of information is becoming less about separated packages of information and more about an integrated collection of linked data, stored and presented in one place. Spreadsheets of room data sheets are a tool of the past replaced by drawings that contain the characteristics, equipment and services for complex facilities. These formats are easier to understand and simpler for stakeholders to sign-off. The improved clarity of these processes also improves the assessment and resolution of OHS and risk issues associated with the delivery of complex facilities. Recent facilities at Swinburne University including the Advanced Technologies Centre, Design Workshops and the Factory of the Future were assisted by this process.

Project completion, commissioning, defect resolution and handover have always been contentious and fraught areas for constructing facilities. Most projects are not commissioned or defects resolved properly and as a consequence, are not handed over or operated properly. Too many facilities have been handed over and occupied with the subcontractors claiming systems are operational and checklists confirmed, only for occupants to discover this is not the case. The occupants are keen to occupy the facility, while the contractor and the consultant are typically keen to move on, so commissioning is often not properly reviewed or confirmed as operational. Establishing a separate series of meetings to specially manage commissioning and defect completion in advance of the actual completion of the facility, then continuing these meetings until well after completion and occupancy, is the backbone for managing commissioning, defect completion and the successful handover of facilities. This approach requires more effort from the occupants, facility managers, consultants, contractors and sub-contractors of a facility but produces superior results.

Other innovative project completion, commissioning, defect resolution and handover assisting approaches include disconnecting the construction contractor's expectation for final payment upon issuing of the certificate of practical completion and delaying the payment until after project handover, occupancy, defect completion, coupled with a period of one month commissioning and testing, for the facility occupied under load conditions.

Another innovative approach is to encourage the construction contractor and services consultants to work across the 'silos' of each of the services sub-contractors, to unite the flow of information for operational components that link these 'silos', including building automation systems, information technology and security.

A radical approach to commissioning and defect completion is to separate out the commissioning and defect completion works from the main contractor's works require the engagement of a specialised completion approach.

Swinburne University recently undertook a proxy version of this when the construction contractor on a specialised workshop went into liquidation at project completion. With the assistance of the administrator, Swinburne were able to use the funds from the last claim to assist the subcontractors and site foreman and bring these resources to site for completion of defects and commissioning. Through Swinburne's assistance, the subcontractors and site foreman received some financial support and in return ensured the commissioning and defect completion works were successful completed, as all parties had an additional incentive to produce a successful outcome.

SESSION 3

Ontario@CSU-10 Years on: From the Wattle to the Maple Leaf - Lessons Learnt in Facility Management

KEITH HOGAN

Charles Sturt University

Keith is the Director of Property Services (including Procurement and Risk Management) for the Division of Facilities Management at Charles Sturt University since 2004. He also held a management role in the Division of Information Technology from 1998 to 2003 prior to this appointment.

Keith has extensive staff management experience, having managed 40-60 staff in a number of remote teams. He now manages four streams of services, finance, risk management, procurement and property management. He also manages teams that include both internal and external consultants on a range of projects for the Division of Facilities Management across its campuses and including facilities in Burlington, Ontario Canada.

Keith's is a Civil Engineer and has a MBA specialising in Information Technology. He is a passionate about sport and is a qualified level 2 Rugby Union referee. Officiating at NSW Country Level in senior and junior rugby throughout the central west of NSW

Referee with NSW Country Rugby Union.

A Case Study- CSU in Canada

Introduction

Charles Sturt University (CSU) established its Ontario, Canadian operation in 2005. In the past 10 years the Division of Facilities Management where tasked with managing the design, development and construction (alterations and additions) of leased space with a number of staged growth phases in this period. Initially occupying 11,000 square feet, the operation is now at 30,000 square feet (2,800 m2 GFA) .

The leased space is part of an existing education and training facility at Burlington. This is situated in the Bay Area Learning Centre (BALC). The BALC is situated south of Harvester Road in Burlington and is approximately one kilometer east of the QEW/ Guelph Line. These are major Ontario arterial roads. CSU's leased investments have been modest over the past 9 years totaling approx \$6m in this period. The most expensive was stage 4 (\$1.3 million dollars Canadian) and this was completed in several stages.

- » Learning Commons
- » New Offices and amenities
- » Teaching spaces
- » Entrance and signage
- » Upstairs spaces

Overview

The presentation Ontario@CSU 10 years on...from the "wattle to maple leaf" is case study into the facilities design, development, delivery and occupation by CSU in Canada. It reviews the Australian ("wattle") challenges and objectives and revisits them through the reality of the Canadian implementation reporting on what occurred and the lessons learnt.

The author has a unique view of these proceedings having been involved since the “projects” initiation until present time.

Objectives

Manage the leasing and then the tenancy fit out (design, construct and deliver) for CSU’s facilities at Burlington, Ontario Canada.

Challenges

Develop a management contract for the delivery facilities in “North America” and establish the necessary relationships with service providers for ongoing management of the facilities so as to provide a high level of quality facilities to support the student experience in Canada and the CSU’s strategy.

Lessons Learnt

- » There really is a “time difference”- It’s a benefit but also a major issue. For effective management of the relationships for service providers, means an investment in long hours between 12 and 2.00am to connect and communicate successfully.
- » The Weather is real- “Wattle” Aussies facility challenge is how to stay cool... “Maple Leaf” Canadian’s challenge is how to stay warm and dry.
- » “Construction is construction” but get the jargon correct- Dry Walling is not about a rock wall that has no moisture. Lost in translation what Australians need to know that Canadians may not tell you.
- » Less is more. Programming for works needs to be coordinated tightly as the compressed period for peak construction is from April to August for education facilities. “Spring to Fall” is the construction delivery “season”. Planning needs to be completed by January , at the latest.
- » Project statistics (Time, Costs and Issues) and where to for next Ontario@CSU.

The amount of data in higher education is increasing exponentially. Data analytics is fast becoming the process-of-choice for universities that want to improve student learning and campus operations. By turning masses of data into useful and actionable intelligence, higher education institutions are creating smarter campuses—now and for the future.

These days, organisations are drowning in data—customer relations management, web site usage, research, email, and social networks, are just a fraction of the data that organisations are trying to manage as they aim to better serve their customers and stay ahead of the competition.

But smart organisations are not letting the waves of data overwhelm them. Their leaders are turning to data analytics as a key business practice. And Universities are no different.

Once primarily the purview of the business and research worlds, analytics are now becoming important in academic institutions as well. Indeed, in current economic times, doing more with less has become the norm, and analytics provides the leverage that helps make smarter decisions possible. Universities are applying tools and proven practices for business intelligence, predictive analytics, financial performance, strategy management, and other analytic applications to improve their current and future performance.

At almost any higher educational institution, everything every student does is being recorded, including his or her activities, assignments and attendance patterns. So at its heart, data-driven intelligence generated by analytics can help predict and improve the student experience. By analysing student data and getting down to ever-finer detail, educators and administrators using these analytic systems gain a much deeper understanding of the student and the campus environment enabling the decision-makers to anticipate the next need, the next specific challenge and predict potential outcomes impacting campus performance.

When data analysis permeates a university’s business units, change can happen. As innovators at leading IBM client institutions have learned, the decision-makers on the ground, feeling empowered by data tend to make intelligent decisions that help build a smarter campus. All it takes is the right tools and the leadership to use them well.

This presentation will look at the data analytic tools in play today in Education, what are future trends in Smarter Analytics in Campus Planning. The presentation will also review what dimensions of analytics your key decision-makers should be using to detect patterns that exist within the masses of data to project potential outcomes, and make intelligent decisions.

SESSION 4

Building a Smarter Campus: How Analytics is Changing the Academic Landscape

TONY STACK
IBM

Tony Stack is the Smarter Education Lead with IBM World Wide Centre of Competency.

He is responsible for engaging with Higher Education Infrastructure Leaders across the planet to help them craft industry leading strategies based on the intersection of People, Place and Process integrating technologies to optimise portfolio performance while building functional bridges between the human and built environments, allowing institutions to operate at peak efficiency.

Tony brings over 25 years of experience in numerous leadership and functional roles in Higher Education, Corporate and Public Sector capacities. He is an effective change agent, demonstrating success by simplifying the complexity of organisational, operational and infrastructure issues, ensuring each aligns with the institutional mandate. A unique background of research, analytics and practical application which combined with lateral thinking and industry recognised thought leadership allows him to provide clients with innovative and cost effective strategies delivering recurrent and capital savings while generating revenue generating competitive outcomes.





SESSION 5

What Is Good Policy Writing?

MARK HATWELL, KAI JENSEN

Monah University, RMIT University

Mark Hatwell has worked in policy, project and operational roles since 1995 in Victorian state government departments and at two universities. Mark's current team is responsible for management of curriculum data and publications, scheduling services, government reporting and compliance, CRICOS registration, system development and maintenance, assessment support processes, and policy across all of these areas.

Dr Kai Jensen has experience of a range of academic service, project and policy roles in five institutions in Victoria and New Zealand over the past 20 years. In his current role, Kai is responsible for management of the development and review of academic policies at RMIT.

Mark and Kai co-present ATEM's popular policy development workshops and forums, were co-founders of the successful ATEM Institutional Policy Network, and co-authored the Policy Network's better practice policy guide *Policy Without (Much) Pain*.

Policy managers and specialists from 30 institutions across New Zealand and all states and territories of Australia were asked to nominate policies they consider well written and comment on the attributes of good institutional policy writing. In this paper we combine the thoughts and analysis of the policy texts offered by the respondents to our request, in a rich reflection on the challenge of writing good policy for a tertiary institution.

Policy practitioners value clarity, concision, simplicity and accessibility, a well-defined purpose and context, and provision of tools and graphics to support implementation. Yet policies may address complex subjects, and are shaped by multiple stakeholders, communal decision-making and an ever changing environment, which may distort them.

The authors will draw not only on their experience as policy specialists in the higher education sector, but on their (until recently) long-forgotten personal history as postgraduates in linguistics and English literature respectively in presenting this analysis and asking the questions: Can style be separated from substance in these texts? Is there a simple set of rules that policy writers can follow to create policy documents that not only meet their purpose, but are easily understood by all affected parties?

We anticipate that our findings from this survey of the policy writing landscape will provide new reference points for better practice, which will be of value equally to those new to policy writing and experienced policy developers seeking exemplars and tips. In the true spirit of collaboration so highly valued by ATEM, this presentation will add to a body of knowledge that is being generated collectively by policy specialists from a broad range of Australasian institutions.

SESSION 6

Effective Performance Appraisal: Asking The Right Questions

CAROL CARDNO

Unitec Institute of Technology

Carol Cardno is Professor of Educational Management in the Department of Education at Unitec Institute of Technology, Auckland, New Zealand. Her latest book - *Managing effective relationships in education* - was published by Sage in 2012. She has also had many papers published in scholastic journals on topics related to her research interests which are leadership development, staff appraisal, organisational learning, managing dilemmas, team learning and strategic leadership. She is a Fellow of the New Zealand Association for Educational Administration and Leadership and a Fellow of the Commonwealth Council for Educational Administration and Management. Carol is also a companion of the Queens Service Order for services to educational administration and management.

In education, as in the corporate world, a critical task that must be undertaken is the effective management of performance in order to enhance the work of the individual and the organisation. Appraisal is inherently complex because it has multiple stakeholders and multiple purposes. This complexity gives rise to several tensions that create challenges for both the appraiser and the appraised. It is valued (or not valued) by different players for different reasons and in different seasons of a career and appraisal systems should be adaptive and responsive to changing needs in education. Policy, processes and practices need to recognise and address both inherent complexities and changing demands in ways that are productive. Whilst there is some evidence of studies of performance appraisal in higher education, there is a considerable gap in the literature in relation to what constitutes valued and effective appraisal practice.

To find out the extent to which appraisal is effectively practised in tertiary settings it is first necessary to establish some standards of effectiveness. These standards relate to both policy and practice which the theory-base indicates should cover aspects such as context, scope, intent, value, construction, constituent elements, process, implementation issues and review to provide a sound structure for appraising and improving staff performance. Utilising these elements in the creation of an evaluation standards framework is the first step in conducting an evaluative research project and requires the researcher to ask preliminary questions about whether the right questions are being asked.

The forum created by the international conference of the Association for Tertiary Education Management provides an excellent opportunity to get feedback about a draft 'standards of effectiveness framework for performance appraisal' for use in this study. Using a power point presentation that incorporates some workshop elements to make the session interactive, is proposed as a way of checking what participants view as the most essential staff appraisal elements and why these are valued.

SESSION 7

Targeted Student Contact to Improve Retention

DAVID DONNELLY

University of Newcastle

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

In Australia, around 20 per cent of domestic students who begin university do not continue to their second year (DEEWR, 2009).

Whilst the University of Newcastle of Newcastle had attempted to reduce student attrition in many ways, it had done so in a non-systematic nor comprehensive manner.

The University took the lead from a number of other institutions and decided in 2013 to increase the activity of direct contact with students in an effort to improve retention, targeting those in their first year as well as looking at cohorts of students deemed as more likely to face challenges. A retention project commenced in early 2013 with trained staff engaging with students on a personal level with contact by phone and in person if desired.

The main objectives of the project were:

- » Early identification of students at risk of attrition.
- » Implementation of initiatives, strategies and support to improve the retention and reduce attrition rates of students.
- » Improve the University's capacity to capture and engage with students for intervention and support
- » Identification and understanding of the factors affecting retention and attrition of undergraduate students particularly from a low socio economic background.

The project sought to employ experienced staff that had knowledge of a range of issues that may affect students. Our existing Program Officers were targeted and asked for an expression of interest in becoming a Student Experience Officer (SEO). From this pool five staff members who had worked across all Faculties were seconded to the project for 2013. A casual pool of staff was also employed to make the initial call to students in many cases.

The project targeted both students who had performed poorly in end-of semester results and those who had been identified by predictive modelling.

There were several sets of data used to determine students who required targeted contact;

- » Students at the 'Show Cause' stage (Failed 50 per cent or more of their studies in consecutive semesters)
- » Students who were deemed 'At Risk' (Failed 50 per cent or more of courses in first semester)
- » Students with credit
- » Students who presented multiple Adverse Circumstance applications
- » Bachelor of Nursing students going on placement
- » Data was gathered from a three year period (2009 – 2011) of students that withdrew in their first year. Analysis of this data outlined characteristics of those students. This data was modelled against the commencing student cohort in 2013 and a list of students produced.
- » Other commencing students that were not identified in the above cohort.

Our casual staff pool made many of the initial calls, referring to our SEOs if students indicated that they needed further support or assistance. SEOs then made contact with the student and if needed a face-to-face appointment was arranged.

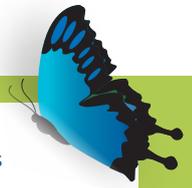
All engagement with students during the project was tracked in RightNow (a Customer Relationship Management system). This system facilitates the storing and displaying of phone scripts, the recording of data from student contact (call around) processes and the preparation of reports for accurate evaluation. RightNow also records and displays student appointments as well as monitoring email correspondence during the case management of students.

The University's targeted contact aspired to give students the opportunity to open up and express concerns and feedback to our staff, in a secure and safe environment that may not become available to them in class.

In the case of commencing students, speaking with students at the start of their first year aimed to guarantee that they would not be left to navigate the sometimes intimidating and difficult landscape of a university without support.

This presentation will provide analysis of the impact of the retention project in 2013 and address the question of whether the retention rates of those who were contacted and engaged with the process were higher than the overall student population.





TUESDAY
2 SEPTEMBER

11.45am – 12.35pm

Concurrent F

SESSION 1

New Horizons

HARI PLIAMBAS

Lyons

Hari Pliambas is a Principal of Lyons and has a Bachelor of Architecture from the University of Melbourne. She has played a pivotal role in delivering a number of Lyons recent major laboratory projects, including the \$100 million University of Tasmania Menzies Research Institute and the new \$161m Melbourne Brain Centre at the University of Melbourne, which won a Victorian Architecture Award for Public Architecture in 2012.

Hari has most recently completed the management of the complex briefing of the New Horizons project which saw the integration of Monash University engineers and CSIRO engineers in a 20,000m² collaborative research and learning environment which has attained a 6 star As Built rating from the GBCA.

She also peer reviewed the design of the new \$85M Green Chemical Futures project, a collaborative research and teaching building currently under construction at Monash University.

Her specialist skills include leadership in the early phases of design work in preparing functional design briefs, managing and documenting stakeholder inputs and initiating the delivery framework for our design work. She has recognised leadership skills in the delivery of Lyons collaborative design process, and proactively facilitating stakeholders to maximise their effective input during the design phases of projects.

New Horizons at Monash University is an extraordinary New Material Engineering and Science Collaborator. Designed as a world leading 'think tank' for researchers from Monash University and CSIRO in New Materials Engineering and Physics, Renewable Energies, Bio engineering and Modelling Simulation, the \$160M New Horizons also achieved 6 Star Design Green Star rating, and is seeking a 6 Star As-Built rating. It is home the world's largest CAVE, an 80 million pixel 3d super high resolution immersive virtual environment.

The funding rationale of New Horizons may be founded in the concept 'Strength in Diversity'. Uniting researchers from across the Science and Engineering disciplines at Monash Uni, with researchers from CSIRO, into a mega platform suggests a basic premise that the more researchers the better, to attract new talent and funding.

What comes with the mega-scale is often a desire for these buildings to be seriously innovative, both visually and functionally iconic. 'World leading' is a term used to describe not only scientific ambitions but its architectural outcomes and environmental credentials.

Neil Appleton, Design Director at Lyons will present the recently completed New Horizons project as a case study in the 'mega research' project. How do these massive collaborative undertakings challenge architects, facilities managers and academics alike? What are the commonalities to be found and differences to be overcome in designing for more than one client group, more than 5 stars, and more than just a well designed building?

New Horizons will be compared and benchmarked to other recently completed and designed 'mega' research buildings, including Monash University 'Green Chemical Futures' another world leading exemplar in new science research and education.

SESSION 2

TEFMA Web Benchmarking Software

BRIAN YEARWOOD

Edith Cowan University

Following a 25 year career with the West Australian State Government, Brian Yearwood joined Edith Cowan University (ECU) as the Director Facilities and Services in July 2007. Brian has been on the TEFMA Board for four years and is the current President of TEFMA. Brian has been working with the Software Developers for the development of the TEFMA Web Benchmarking Software.

For over three decades TEFMA has encouraged its members to participate in sharing facility management benchmarking data. A comprehensive database of benchmarking data now exists, dating back to 1993.

The current system uses Microsoft Excel to collect the data and present information. An analysis tool using Microsoft Access is distributed to members for exporting data for further analysis.

To further enhance benchmarking, TEFMA has engaged a Software Development Company to move the benchmarking system online and to develop TEFMA Web Benchmarking Software.

This presentation will be introduced by the TEFMA President and the Software Developers will provide a presentation on progress to date on the development of the TEFMA Web Benchmarking Software.

SESSION 3

Rise of a MOCC: Massive On-Campus Course

GREGORY NASH

University of the Sunshine Coast

Dr Gregory Nash coordinates the largest course, COR109 Communication and Thought, at the University of the Sunshine Coast with an enrollment of 2,700 students. He has nine years experience in coordination and teaching large first-year courses and his research interest include first-year experience in higher education and leadership in large first-year courses.

In semester one 2014 COR109 Communication and Thought became the first mandatory course for all students to complete in their first semester of study at the University of the Sunshine Coast. This inaugural semester saw an enrolment of 2,688 students with 60 teaching staff involved, and has faced significant logistical challenges in the design of relevant, whole-of-institution content and the management of staff, students and space.

Further, the development of the course had to satisfy an internal committee made up of representatives from the International Office, Student Life and Learning, Centre for Support and Advancement of Learning and Teaching, Timetabling, School of Communication (Head) and the Associate Deans of Learning and Teaching from both faculties. The process of consultation and development of the massive on-campus course (MOCC) was carried out over a 13 month period and the result has been met by students and staff positively with early indications suggesting it will not only achieve its set goals, but also beneficially impact on the student and staff experience in some unforeseen ways. This paper discusses the development and implementation of COR109 and how it has had a positive impact on USC's first-year students and the resultant impact on retention and satisfaction levels.

First, this paper discusses how transition pedagogy is used as a template for designing a course that provides broad-scale generic academic skills to improve the first-year experience of students.

Second, it provides an overview of the scale of COR109 through identifying locations the course is taught, and also the number of lectures and tutorials that take place every week. Moreover, it discusses enrolment process and the challenges experienced with timetabling of staff as well as providing solutions to problems. Student attendance was integral to the success of the course and with the Deputy Vice Chancellor's mandate that every student would be provided a place in a lecture, creating and maintaining a sustainable timetable was a priority.

Third, a diagram and explanation of the management and communication structure is provided, which was designed to promote smooth running of the course on a day-to-day basis. Finally, a discussion of how COR109 provided a unique opportunity to address first-year attrition on an institution-wide scale is provided. Through embedding specific help services in COR109 the management team were able to strategically address the issue of attrition at an institution-wide level. To capitalise on this opportunity research is currently being carried out in the course addressing the development of social capital for staff and students, dealing with anxiety to assessment items, and making the most out of assessment feedback.

SESSION 4

Improving Space Utilisation for University Facilities

CRAIG LANGSTON, EDDIE PARKER

Bond University, Asstetic

Craig Langston is Professor of Construction and Facilities Management at Bond University in Queensland. In addition to authoring over 100 papers, five books and three software programs, Professor Langston has been awarded four Australian Research Council (ARC) grants totaling about \$1 million, won the Chartered Institute of Building International Innovation and Research Award (2013), Outstanding Paper for the Facilities Journal (2013), Emerald Literati Network Outstanding Paper Award (2013) and Bond University Vice Chancellor's Quality Award for Research Excellence (2010). He has 30 years experience as an academic teaching a range of subjects related to the built environment. He is also Director of the Centre for Comparative Construction Research at Bond.

Eddie is a hands-on business manager with extensive experience in management, establishing and growing businesses, and commercial leadership roles. He is the industry lead for the education sector at Asstetic, working closely with various tertiary education organisations to advance their asset management skills and outcomes. Eddie has over 20 years background in the software industry, and is passionate about understanding and resolving the business issues facing clients.

University facilities continue to expand due to increased student enrolments via the Australian Government's uncapped funding model. Yet simultaneously there is more interest in blended learning pedagogy, which includes enhanced flexibility such as a mix of on-campus and online delivery methods. The rise of technology in learning and teaching, the use of blended online and flipped classroom strategies to transfer knowledge, and the move to give students more flexibility to engage with work experience and real-world projects outside the classroom are predicted to lead to lower utilisation of university facilities, just at a time when new investment is occurring. The notion that more enrolments equal extra floor space is now in question. Managing space utilisation is expected to place additional pressure on facility managers and university administrators in planning for their future needs.

The problem is how to dynamically model space utilisation in buildings. The outcome of an ARC Linkage Project lead by Bond University, in collaboration from The University of Melbourne, Deakin University, Asstetic Australia and Williams Boag Architects, has led to the development of the iconCUR model for evaluating the strategic management of existing property. It is a three-dimensional model based on coordinate geometry using criteria of physical condition, space utilisation and triple bottom line reward. Asstetic Australia has embedded this model in their asset management software and have applied it to various types of buildings, including university facilities.

Facilities that display high utilisation and high condition are favoured, while those that have low utilisation and low condition are not. However, it's the area in between that is of interest. Facilities that are in demand but with poor levels of condition lend themselves to refurbishment strategies, while those that have good physical condition but low utilisation suggest adaptation to different functional use (i.e. adaptive reuse).





For universities, however, adaptive reuse is not easy. Many of their facilities are specialised, like lecture theatres for example, and don't readily lend themselves to other functions. So while modelling space utilisation is important, in addition to regular monitoring of performance, the actions available may be limited and impractical.

This paper discusses the issues of improving space utilisation for university facilities and some of the key questions that facility managers and university administrators need to address. A hypothetical case study is presented, drawn from real practices, to demonstrate the problem and as a basis to explore possible solutions. In particular, the challenge of how to adaptively reuse campus buildings for other viable commercial purposes is considered.

Space utilisation, essentially a balance of supply and demand, is an important concern for any property owner. Software modelling is critical to being able to understand what is happening, what can be done, when to intervene and whether such interventions are likely to be worthwhile. This topic therefore is of vital interest to the long-term sustainability of university campuses throughout Australia.

SESSION 5

It's a (Policy) Jungle Out There

GERARD GOODWIN-MOORE, KATHRYN BLYTH
ACU

Gerard Goodwin-Moore joined ACU as a Policy Analyst in April 2013 and has 27 years experience in the higher education sector. Prior to joining ACU, he worked at UTS for 19 years, and held roles including Campus Manager and Faculty Manager for two different faculties – Nursing, Midwifery and Health and IT. Previously, he worked for the University of London in business development and management roles. He has a BSc (Hons) from the University of London.

Kathryn Blyth has been Academic Registrar at ACU since 2011 and has worked in the Australian higher education sector since 2004. Prior to migrating to Australia in 2004, Kathryn lived in several countries including 10 years in Japan. Kathryn has an MBA from Henley Management College and the Master of Tertiary Education Management from the L H Martin Institute, University of Melbourne.

ACU introduced a new institutional meta-policy in mid-2013: the Policy on Policy Development. For the Office of the Academic Registrar and the Chair of Academic Board, this has required the auditing of all course and student facing policies and procedures to determine their alignment with the meta-policy, to ensure that they support course governance, student administration operations and, of course, to comply with TEQSA requirements.

In this presentation we will shine a spotlight on the processes, pitfalls and plaudits that we have encountered in our journey through the ever-changing policy jungle.

SESSION 6

Learning Resources: Meaningful Metrics for Teaching And Learning

LORETTA ATKINSON, STACEY VAN GROLL
The University of Queensland

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.

Stacey van Groll is a Librarian in the Information Access Service at the University of Queensland Library. Stacey was formerly Learning Resources Supervisor in the Teaching and Learning Service; supervising learning resources activities for the St Lucia campus, with more than 30 Library Assistants and Senior Library Assistant reporting to her. Stacey is a qualified Library Technician and has recently graduated with a Bachelor of Information Studies (Librarianship). Stacey has worked at the University of Queensland for 8 years.

The Learning Resources Service at the University of Queensland Library coordinates processing, copyright management and access to reading lists including both print and electronic resources. 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.

During Summer Semester 2013, the Library introduced a new application for providing learning resources. Talis Aspire is a complete reading list management application which allows for easy list building and enables access to all learning resources directly from the Blackboard e-learning platform and through the Library's personalised MyLibrary service. Talis provides more functionality and usability, including the ability to indicate the importance of resources and to sort resources into sections, such as readings by teaching week or by topic.

The ability to obtain analytics from Talis that can be related to teaching staff enhances the Library's role in support of teaching and learning. Within each reading list, the Dashboard feature is available as a tool to support decision making for teaching staff. The Dashboard provides real-time statistics on the number of times a list has been viewed, and the number of times a user has clicked through to a resource from a reading list.

Google Analytics are used by Talis to capture visitor and traffic figures. These statistics include visitor information such as access points, operating systems and networks and type of device. Dashboard statistics capture the top 10 reading lists and the top 10 items.

The benefits of Talis for teaching staff is the enhancement of the teaching and learning environment. Teaching staff are able to create dynamic lists for users. In turn users are able to annotate lists for their personal use. Talis also provides an opportunity to move towards a system of self-service use by teaching staff, if desired.

SESSION 7

Staying the Distance – Strategies to Improve Student Retention

RUTH PRING, NATALIE DOWNING
University of Newcastle

Natalie Downing and Ruth Pring are from the University of Newcastle.

Natalie's experience at the University of Newcastle is extensive spanning 24 years in various positions including Associate Director -- Faculty of Engineering and Built Environment, General Manager Campus Life, Manager - Residential Life, Head of College and Assistant Academic Registrar in a number of faculties. Natalie has a particular interest in student and staff engagement.

Ruth Pring is a communications professional with more than twelve years' experience in the higher education sector. Ruth's current role is Communications and Engagement Manager in the Faculty of Engineering and Built Environment. Her previous roles have primarily been in international education.

The University of Newcastle's Faculty of Engineering and Built Environment is currently implementing three key strategies to improve student retention: a strategic communications plan to build a strong, integrated staff, student and professional community; the delivery of tailored support to specific segments of the student population at key points in their study cycle; and a direct approach to addressing mathematics background issues.

In 2013 we presented to the TEMC on our multi-layered student communications strategies. We will provide an update on our progress toward building a stronger community of staff, students and professionals, highlighting a number of projects including: online facilitation of student membership of professional bodies; an internal marketing campaign to educate staff and students about our unique selling points; and brokering industry partnerships to deliver a unique branded content strategy.

Increasingly, at key points in the student life cycle, we are delivering personalized communications and tailored support and social experiences to improve retention and encourage the best outcomes for our students. We will share some examples of these initiatives including one-to-one touch points for low SES and other at-risk first year students; events and communications for our high achieving students with the intention of building their loyalty, their capacity to inspire their peers and their inclination toward postgraduate research; and special events and activities for female students.

Like many other institutions, a high proportion of our engineering students enter their degree without sufficient mathematics background. Evidence shows that in previous years around 85% of students with a general mathematics background, attempting our first year mathematics course, MATH1110, failed or attrited. Naturally this situation compromised both their student experience and their program progression. In 2013 we introduced a prerequisite for MATH1110 to manage these preparedness issues. It is hoped that this change will lead to an overall better student experience and greater retention. We will share the early results of this initiative, discuss our experience of the mathematics background problem and touch on our long-term community outreach and educational strategies to address its root cause.





TUESDAY
2 SEPTEMBER

1.30pm – 2.20pm

Concurrent

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SESSION 1

Future Proofing Universities

JOHN MILLER

Hames Sharley

John is a Principal with in Sydney, he is in charge of Education, Science and Health architecture in New South Wales. He has been designing University buildings in UK, Africa, Hong Kong, Brunei and Australia for nearly thirty years.

His experience of Universities ranges from master planning and all building types. Some of his favorite projects include a research building for 700 informaticians at the University of Edinburgh, a private airport for the University of Cranfield and the master plan for the Australian Catholic University in Melbourne.

He is particularly interested in sustainability and design review. In UK he was appointed to the design review panel at Architecture and Design Scotland. In 2012 he was appointed to the Victorian Design Review Panel.

He is currently participating in a federally funded major research project into Livable Cities which is coordinated by the McCaughey Centre for Community Wellbeing at the University of Melbourne

The rapidly changing nature of learning and teaching and the unpredictability of funding are just two of the current factors which mean that University Campuses and their buildings must be capable of adapting to change.

Introduction

The definition of 'future proofing' comes from the IT industry, it is different from 'adaptability' which is strategic and 'flexible' which is tactical.

In order to put the term in context there will be a short history of University campus master planning and typical building types such as learning and teaching, laboratories, libraries and social hubs. This perspective will provide a background to some of the current issues facing universities and assist delegates to reflect on how well their own institution will adapt in the future.

For example, a key issue being debated currently is how universities relate to the city. The mono culture of university districts within the city is being questioned. It seems perfectly possible in the future that the relationship between university and city will be more blurred. The implications of this are that the campus may contain more non- university buildings or buildings and facilities may be shared. How will this be accommodated?

Workplace Evolution

Workplace design over the last hundred years provides a very interesting comparison with educational buildings as the common distinction between the shell and core of the building and its fit out means that a degree of flexibility has always been considered.

The most recent evolution of the workplace into buildings which provide a menu of different ways of working enabled by mobile technology has obvious parallels in many university building types.

Towards an A-Z of Future Proofing

There are a number of principles for future proofing which should be considered during the briefing stage of projects. Examples will be provided of Master Planning- the importance of master planning and why it should include a sensitivity analysis of growth and change.

- » Scale- what is an appropriate scale for a University?
- » Accessibility- to the city and within the campus.
- » Geometry- some geometries are easier to extend or change than others.
- » Multi-use- can university buildings change their function over time to become other building types?
- » Circulation- potential for separating different types of circulation and making circulation more visible.
- » Floor plates- grids and ideal dimensions.
- » Generic and non-generic spaces- the importance of sifting spaces.
- » Structure- spans, down stands, holing, loading and vibration.
- » Services- should be adaptable, maintainable and accessible.
- » Section- adaptable to changes in use and climate.
- » Shell and fit out- all parts of a building have different life spans.
- » Soft space- helps highly serviced complex functions to change.
- » Modularization- consider standardization and reduce fixed equipment.
- » Loose fit- consider the use of large envelopes containing smaller changing functions.
- » Research- study buildings in use over time.

Conclusions

The conclusions of the presentation are:

- » Continuous change is the norm, not the exception
- » The biggest opportunities are won and lost in briefing
- » Space should be managed as a resource not a territory
- » Post Occupancy evaluation and analyzing data on buildings in use is vitally important for improvement.

SESSION 2

Implementing a Smartphone Based Incident Coordination and Control System at Six Australian Universities

ROBERT CHRISIE, DOMINIC MARAFIOTI, RICK LLYOD, SEAN DALY, LOUISE PHELAN

Critical Arc, University of South Australia, Deakin University, Curtin University, Louise Phelan

Dominic Marafioti has been a member of TEFMA for many years, serving from 2005 – 2010 on the TEFMA Board and as President 2010/2011. He is a Campus Facilities Manager, at UniSA and has uni-wide responsibility for the operational and strategic delivery of a range of services and direct management of the operations of the Magill, Mawson Lakes & Regional campuses. Dominic has worked in Facilities Management at UniSA for 23 years and has been constantly aware that we must continuously improve facilities management delivery by investigating and adopting contemporary principles and ideas. He believes it is fundamental to work collaboratively, focusing on the strategic issues facing universities, whilst ensuring the delivery of effective customer service and best practice facilities management.

Robert Christie is Head of Sales and Marketing for CriticalArc, an Australian company based in Wollongong where they create SafeZone, the campus safety and security system. A civil engineer by training, Robert has worked for Australian software companies for 25 years, with sales in 20 countries. In the last 15 years he has focused on Location Based Services using mobile technology and in 2000 was responsible for the then world's largest LBS application, "J-NAVI" in Japan, which achieved more than 3 million users in its first week of operation. Robert has worked closely with CriticalArc's founders to build SafeZone's success locally and expand into overseas markets.

During 2013 and 2014, six Australian universities have chosen to launch the SafeZone campus safety and security system for use by their students and staff across more than 30 campuses and facilities.

From the corporate perspective, SafeZone is a system for managing coordination and communication during incidents, helping to optimize incident response. For students and staff, the system provides a fast, effective way to get help from the campus response team across a wide range of situations from security escorts through first aid to critical incidents or emergencies.

Drawing on experiences from UOW, Curtin, QUT, UniSA, Deakin and RMIT universities, this presentation examines the various issues those universities sought to address by implementing SafeZone, measures the impact of the service to date and looks at its ramifications for:

- » International student wellbeing;
- » Domestic and International marketing;
- » Equity and Diversity;
- » Risk minimization;
- » Occupational Health and Safety – especially of Lone Workers;
- » Campus operations and Continuous Service Improvement;
- » Facilities Management;
- » Student Residences, and
- » Student Services.

We examine the challenges of making a business case for a service that cuts across conventional university corporate structures.

We also look at the challenges of combining corporate, academic, student and external resources to promote uptake of the system, and how this might be further improved in the future.

Looking ahead, we review some of the new related technologies and ideas coming up in mobile and wearable computing, and illustrate how some of these (e.g. Google glass) can further enhance a university's ability to respond effectively to incidents on campus.

In conclusion we examine how the adoption of disruptive innovations such as SafeZone can offer a platform for long-term efficiencies and cost-savings within campus operations and student services.

SESSION 3

Everyone on the Bus – Leading User Groups Towards the Vision

ANDREW FROWD, GEOFF STREET

Queensland University of Technology

Geoff Street has been a practice Principal since 1985. He is QLD Managing Principal for dwp|suters based in Brisbane.

dwp|suters is one of Australia's largest architectural practices with over 100 staff across 4 offices - including Sydney, Melbourne and Newcastle. Geoff is a Board member of dwp|suters and also sits on the firms National Executive.

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

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

Andrew Frowd is Director Facilities Management at Queensland University of Technology.

Andrew is a civil engineer by background with postgraduate qualifications in environmental engineering, local government engineering, and business management. He spent 20 years in the RAAF as an airfield engineer, before retiring to enter the university sector. He has led the FM functions at University of Canberra, Wollongong University, and QUT, since 2000.

He has had a long involvement with TEFMA, spending 9 years on the Board, including two terms as President.

QUT, like many other universities, has undertaken a large building programme over the last few years. This has resulted in the development of many innovative spaces, such as in its Science and Engineering Centre. In many cases, the staff working in these buildings have come from spaces that have not changed for many years, and so a modern working and teaching space can be confronting and require a change of mindset. Leading all stakeholders through a visioning[AF1] process involving fundamental shifts in pedagogy and facility planning requires not only clarity of purpose and persistence, but also a clear understanding of the project vision which needs to be shared and embraced by all.





A current case study which demonstrates many of the challenges of this journey is the upgrade of Q Block at QUT's Gardens Point campus. Q Block was built as a science teaching building in the 1970's, and apart from the repurposing of some labs to research, there has been little change. The building houses the Faculty of Health and Faculty of Science and Engineering. A project was originally conceived to upgrade 3 teaching labs, provide new radiography equipment, with associated building works, and provide a discernable entrance to the building. The building was built by the State Works Dept, and in their pursuit of building efficiency at the time, very little circulation/gathering space was provided, resulting in entrances which can only be found after some searching.

In keeping with QUT's approach of seeking to build world class facilities which focus on the student experience, the idea of creating a flexible, multi discipline Superlab from the 3 teaching labs evolved. In addition, a walkthrough with the VC resulted in various other scope additions including conversion of teaching spaces to collaborative style, and opening up spaces with glass. At this stage the budget was increased from \$7m to \$17m.

As the first stage of the design process, a master planning exercise was undertaken, and identified opportunities to further rework the building to include:

- » the consolidation of a number of fragmented laboratory areas into a large open "superlab" for 150 students featuring enhanced efficiencies and throughput
- » the consolidation of faculty and student support services staff from various areas of the building onto one floor
- » a major new entry statement/ structure to clearly articulate the arrival experience to the building and better address the campus
- » a redeveloped medical radiation facility
- » more openness and transparency throughout the building through the use of corridor and common area glazing
- » an upgraded external stair structure to encourage more student use of the stairs connecting the high volume levels of the building and to take load off the lift services
- » more co-location and multi-use of facilities to harvest surplus area within the building for alternative future uses

As a result of these initiatives, the estimated total project cost increased from \$17m to \$28.8m. The benefits to the faculties and the university were many and the additional funding required was supported and approved. It was anticipated at the outset that the vision for a large multi-purpose integrated "superlab" would need to be developed through an visioning[AF2] process involving key stakeholders. To facilitate this process, a specialist was engaged to lead a series of workshops and usergroup meetings where exemplars could be explored and existing practices challenged. It was clear that the "superlab" of the future could not be achieved by replicating the practices of the past- or the present. It was critical that the direction was embraced in principle by key stakeholders who would then be "champions for change" within the faculties.

The process was generally successful and through group forums and workshops, and the use of an external change management consultant, a planning approach was crystallised. The key part of the subsequent development of this concept was that elements of conflict emerged within the usergroups and compromises were required between usergroups to achieve the agreed vision. At times it was a case of wondering who was on the side of the champions – at times we turned around and no-one was following behind or beside the project team.

This paper describes the tightrope walk of trying to create the most modern learning and working spaces with a user cohort which is uncertain about what the new facility will mean for them and their teaching, and what will need to change.

SESSION 4

Management of Outsourced Contracts - Optimising Performance through KPIs

SCOTT ALDEN, ALISON FINCHER-JOHNSON
DLA Piper, University of Canberra

Scott Alden is a partner at DLA Piper and the Location Head of the Finance and Projects team in Sydney. Scott practises in front end transactional projects including major capital projects, facilities maintenance contracts, student accommodation and procurement and probity. Scott has significant experience in advising the tertiary education sector with major university clients in NSW, ACT, Victoria, Queensland and Western Australia.

Dr Alison Fincher-Johnson holds a Master's degree in Project Management and a Doctorate in Business Administration. Alison's professional expertise has been gained working both in the commercial and higher education sectors, in Australia and overseas; her role at the University of Canberra includes leading development of the University's property portfolio and managing its existing infrastructure and campus operations to support the University's strategic objectives.

With experience in strategic asset management and development, and an innovative approach to outsourced service procurement and business process improvement, her diverse background provides the broad vision required for direction of property portfolios in large complex organisations.

Some legal considerations and a University case study

Performance services contracts are used where contractors are required to perform to a defined standard and quality to meet the client's requirements. Pre-definition of these requirements, the type of contract chosen, whether KPIs are appropriate and their number and definition will all significantly impact the success with which the contract can be managed.

The governance structure surrounding ongoing management of contract KPIs is a significant issue for universities that choose to outsource services. It is essential that a means is put in place to assess whether or not a contractor is performing in accordance with the contract.

To achieve success and consistency in the management of contracts a range of internal procedures is required. Establishing an optimal internal governance structure to ensure that the university is appropriately managing its contracts also has significant implications for the internal personnel skill sets required, which are very different from those required in a non-outsourced setting.

The University of Canberra has outsourced a significant portion of its core infrastructure-related service activities using performance based, term contracts with optional extensions. These include Facilities Management, Security and Project / Program Management of Capital Works.

Some of the experiences in moving to this largely outsourced model will be discussed during the presentation.

Specifying the Requirement

Owners need to develop a high level of knowledge of their assets prior to going to market. A failure to do this will fundamentally change the contracting model and approach.

What is Key

The Owner should decide on what is truly a measure of Key Performance, noting that it is not appropriate for everything to be a KPI.

How Many KPIs Should There Be

The more KPIs there are, the more resources it takes to measure and manage them. This should be factored into the process by owners and will be a factor when contractors are pricing the works.

How Do We Measure the KPIs

KPIs should be able to be objectively measured and rated so that there is minimal chance of disputes arising between parties as to the appropriate rating.

What Does Failure Look Like

As KPIs provide for acceptable performance within a range, the owner should give some thought as to where the KPI level is no longer acceptable.

What Does Failure Mean and When Can We Do More Than Reduce the Fee

When a failure has been identified does this signify a breach of contract, entitling the affected party to damages, or is it more fundamental than that, potentially allowing for termination?

Are KPI Regimes Still Legal

Since 2012 and the High Court decision of ANZ v Andrews, KPI regimes are now subject to review by courts as to whether they are tantamount to a penalty, rather than an appropriate fee reduction for a lesser service.

UC – A Case Study

After an imperfect beginning, the eventual success of the outsourcing of Facilities Management at the University of Canberra reinforced the decision to continue to expand the outsourced model to other parts of the Estate Management organisation.

A University department with much of its services delivered through outsourced performance based contracts requires an internal governance structure and defined contract management processes to achieve consistency in management and reporting of contractor performance against KPIs.

At UC Estate Management most services are outsourced to contractors and consultants in one form or another; some through continuing partnerships for agreed periods (years) and some one-off projects. A key concern in this situation is the reliable and repeatable tracking of contractor performance, in order to manage contracts to quality outcomes for the whole life of the agreement. This is particularly critical with changes in personnel during the life of the agreement and the potential for loss of skills and data.

Management by exception reporting and 'on the ground' auditing of performance against KPIs, coupled with suitable governance structures and systems, can form the basis of a management approach in significantly outsourced situations such as that at the University of Canberra Estate Management.

SESSION 5

Delivering a Joint Medical Program: A Student Administration Perspective

BREE SLATER

University of Newcastle, University of New England

Bree Slater is the Manager, Admissions & Enrolments at the University of Newcastle. She has worked in the Higher Education industry for over 13 years in various roles and three different universities. Bree manages a team of staff who are responsible for the admission, enrolment and ESOS compliance of students across the University.

In 2007, a Joint Medical Program (JMP) was launched by a partnership of University of Newcastle, University of New England, the Hunter New England Area Health Service and Northern Sydney Central Coast Health. The launch was in response to Federal Government interest in expanding medical training especially rural medicine and both Universities well placed to take on this challenge.

The JMP delivers one curriculum for the B Medicine across the two institutions with one admission process, one assessment process and one Dean. The Australian Medical Council accreditation for the joint program requires evidence of this unity and it is important to both universities to maintain the joint nature of the program.

The constant push and pull of two very different institutions who are delivering this one program has created a unique experience from the Student Administration viewpoint. The issues faced include two student systems, different policies, different term dates, different administrative structures, the tyranny of distance and establishing relationships across the various areas of the two universities.

Establishing a network of staff within both universities who work together to ensure an excellent student experience was one of the first important steps to ensuring the success of this program. The need for staff to show good will and to put aside institution rivalries and concerns was imperative.

A well-established Student Administration Committee now meets regularly via teleconference and annually face to face to ensure issues are identified, discussed and resolved as collaboratively as possible. This Committee provides input to the Joint Medical Program Committee and other sub-committees as needed.

Student Administration and other staff members across both Universities have worked together to establish guidelines and procedures that document expectations, responsibilities and actions for all involved. This provides clarity to those who work directly in this area and transparency for those who are involved in the JMP from another angle (academic or otherwise).

Despite all the issues faced, there is now a truly joint program that delivers one curriculum to students across the two campuses. The first cohort of students successfully graduated from the program in 2013. The Dean of Medicine is now looking to the future and in 2015 there should be a new B Medical Science/Doctor of Medicine program that replaces the current B Medicine – Joint Medical Program. The cycle begins again for Student Administration at both universities to establish clear guidelines, policies and documentation to ensure students who progress through this program have a positive experience and the program remains highly regarded.





SESSION 6

Twenty Five Years In The Job – Talk About a Changing Environment!

JUDY SZEKERES

South Australian Institute of Business & Technology

Judy Szekeres has worked in the higher education sector for twenty five years, the last five of which have been as College Director at SAIBT, a private college, pathway provider to UniSA. Previously she was 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. She has a doctorate in education management and is a regular contributor to the ATEM journal.

At the point of the author's retirement, this paper is a reflection on twenty five years working in higher education. Her direct connection with higher education has lasted forty two years and her indirect connection is sixty years old. She came from a family of academicians and fell into tertiary administration mid-career. This paper considers what has happened to universities over this period through a series of vignettes and commentary which are designed to amuse, exasperate and provide an impetus for reflection. You might recognise your own situation, your own institution, and no doubt, some of your colleagues (although most names have been changed to protect the innocent and the author who has an entirely fallible memory).

From being a student in the 70's, a teacher in the 80's, through the amalgamations of institutions in the early 90's, the rise of the corporate university in the new century and changes to the roles and importance of professional staff as we head towards 2020, you will get an opportunity to reflect on how higher education got to where it is today and discuss where it might be going in the near future. This paper won't help you do your job, but it will give you a moment to pause, have a laugh, and hopefully a have a fruitful and enlightening discussion.

SESSION 7

Enabling the Student Voice (Not Just the Loudest Student)

RENEE BOYER-WILSON

University of Waikato

Renee is the Group Manager, Student and Faculty Academic Services at the University of Waikato. Her teams responsibilities include oversight of the majority of the University's academic committees and the administration of the class representation system, which sparked her interest in the student voice. She is the general staff representative on University Council, and a member of the ATEM Aotearoa Regional Committee. Outside of work Renee enjoys writing, and is studying towards her MA in English with a creative writing focus. She recently helped launch the University of Waikato's new literary journal, *Mayhem* and writes for the student newspaper, *Nexus*.

The University of Waikato has always been proud of its system for student representation. But changes to the tertiary sector, as well as a revamp of the University's committee structure in 2012/2013 offered the opportunity to review and improve the system, which had become a little tired and perfunctory. The formation of the new Student Experience Committee provided an excellent vehicle for working through the complexities of enabling the student voice to ensure the student representation system was effective, representative and comprehensive.

Changes in technology have made huge changes to the way we communicate. Expectations from students about the way in which tertiary education providers communicate with them have similarly changed. Also, policy changes from New Zealand government led to the adoption of voluntary student union membership from 2012, and recently proposed changes to New Zealand's Education Act could soon see an end to a compulsory student voice on university Councils. With all these changes, how can tertiary education providers ensure a representative voice from its biggest stakeholder group – the students?

In 2012, Ako Aotearoa and the New Zealand Union of Students' Associations (NZUSA) commissioned research into how tertiary organisations can effectively use the voice of students to improve quality of provision. The resulting report, "Using the Student Voice to Improve Quality", provided a useful reference and benchmark in assessing the University of Waikato's current system for representation, and the resulting changes.

The University of Waikato system for student representation comprises of two key elements: class representatives (one or more students elected as representatives for each paper occurrence) and student members of committees. Formerly quite separate processes, one of the aims of the review was to more closely interlink them, so that the pool of student representatives became the source for the majority of the student committee members.

The review highlighted a lot of positives, but also a number of areas which would benefit from enhancement, including:

- » Student buy-in – incentivizing students to take on the representative roles, with outcomes such as annotation of academic transcripts, letters of recognition from the University, service excellence awards, etc.
- » Processes and systems – ensuring a consistent University-wide system for electing and recording class representatives, dissemination of information, training and communication
- » Cohort representation – ensuring representation from various cohorts of students, including international, Māori, Pacific, distance students and those studying at our Tauranga campus. Postgraduate student representation and the postgraduate student experience was seen of particular need for review and a separate working group has been meeting in relation to this.
- » Effectiveness – ensuring that the student voice is representative, and that communication to and from the student representatives is possible and appropriate.

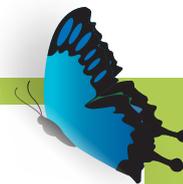
These areas aligned well with the features of good practice identified by Ako Aotearoa and NZUSA, including ensuring that:

- » Organisations have a range of representative systems that enable all students to have a voice.
- » Students are resourced so that they are able to undertake representative work in a supported, meaningful and knowledgeable way.
- » Students actively engage in student representative systems
- » Quality enhancements/actions incorporate the student voice.
- » The organisation exhibits a culture of representation that values the student voice.

Improvements made to date have included:

- » Use of Google Drive, Moodle (the student intranet), Google sites and Facebook groups to facilitate communication, dissemination of information and consultation with and among class representatives and student committee members
 - » Improvements to training for class representatives and induction for student committee members
 - » University consultation documents are provided to students as well as to staff for feedback
 - » Development of guidelines for lecturers and administrative staff around the processes and principles of student representation
- Work is ongoing in relation to recognition on transcripts and providing particular cohort representation. The changes made thus far have been well received by students and staff, and there are a lot more conversations going on around the role of student representation and enabling the student voice. The University of Waikato's motto is "Ko te tangata" – "For the people", and working to ensure a representative voice from our students in a changing tertiary environment is a good example of this in practise.





TUESDAY
2 SEPTEMBER

2.25pm – 3.15pm

Concurrent H

SESSION 1

Operationalising Academic Performance: Implementing Teaching Performance Expectations

SARA BOOTH, CASSANDRA SAUNDERS

University of Tasmania

Dr Sara Booth, Head, Student Evaluation, Review and Reporting Unit at UTAS, is responsible for the implementation of university wide projects and policies in relation to learning and teaching quality. Her expertise is in benchmarking, reward and recognition and course quality.

Universities across the higher education sector are under increasing pressure from external and internal demands to demonstrate accountability and transparency in academic performance. External demands include significant periods of economic turbulence; international ranking; changing technologies as well as growing economies wanting to exert their position as higher education providers (Gunn, 2013; Debowski, 2012). Internal demands relate to the changing dynamic of the academic which includes an escalation in demands and roles of academics expected at different stages of their career (Gunn, 2013). In response to these demands, the University of Tasmania (UTAS) has undertaken significant changes in academic performance to align with the strategic plan, Open to Talent: 2012 Onwards. The vision outlined in the Strategic Plan is:

Communication of objectives and clarification of responsibilities and classifications will assist staff to understand how their endeavours contribute to UTAS. Clear articulation of performance expectations, including definition of the “UTAS Academic”, will provide guidance for confirmation and promotion...

In July 2012, the University approved the document Opening UTAS to Talent: The UTAS Academic which outlined performance expectations in research and teaching. The Research Performance Expectations (RPEs) and the Teaching Performance Expectations (TPEs) were further revised in consultation with the academic community, including the introduction of expectations for both community engagement and internal service. The RPE and the TPE components of the UTAS Academic included an extensive consultation process involving key expert stakeholder groups. Evidence collected to inform the development of the TPEs included an international benchmarking

project on promotion processes and policies funded by the Higher Education Academy; two institutional-wide surveys (academic staff understanding of strategic learning and teaching initiatives and staff perceptions of teaching success in the promotion process); 19 written submissions and feedback from institutional-wide workshops. One of the key themes identified in the data was that academics welcomed the opportunity to focus on performance in relation to learning and teaching.

This study presents a review of the development and implementation of the UTAS TPEs (2012-2014) using the taxonomy developed by Gunn (2013). Gunn (2013) has developed a useable taxonomy for universities to use when operationalising reward and recognition which incorporates four distinct dimensions: 1) achieving educational demands on universities; 2) excellent structures; 3) demonstrating individual excellence; and the 4) quality of evidence. Gunn's taxonomy was used to map the development and progress of teaching performance expectations to identify areas for improvement and align with other institutional processes. One of the key findings from the study was the identification of the reward and recognition structures for teaching excellence have enabled parity of esteem with research across the University.

SESSION 2

Campus Development Planning: A New Approach

BRADLEY WILLIAMSON, NAOMI NIELSEN

Monash University, JLL

Bradley joined Monash University in 1994 after graduating from Deakin University with a Bachelor of Building. After 20 years in facilities management leading large campus-based teams providing the full suite of FM services for the Caulfield and Clayton campuses, as well as a team of specialist project managers in Capital Works, Bradley's experience extends across the broad spectrum of FM functions.

In Bradley's current role as Director of Strategic Planning and Development, Bradley led the development of campus based masterplans for Monash University and conceived of an innovative web-based intranet resource to ensure the Masterplan remains a current and easy-to-use reference in the roll out of the Capital Development Program. Bradley is also responsible for the planning and overseeing of the 5-year Capital Development Program and ensuring all project initiatives are aligned and prioritised around the strategic needs of the organisation and in line with asset management plans and Masterplan objectives.

Naomi Nielsen heads Jones Lang LaSalle's Education sector business. Naomi has more than 22 years of real estate experience, having worked with many tertiary institutions in an advisory capacity including University of Sydney, RMIT, University of NSW, University of Western Sydney, Murdoch University and University of Canberra. She held the role of Deputy Director- Facilities Management Services, The University of New England for six years and General Manager, Facilities at Campus Living Villages for three years. Naomi also has extensive experience in the corporate sector and her strength comes from having both consulting and advisory skills, as well as having driven the corporate real estate agenda internally.

Monash University, in partnership with JLL, have developed a ground-breaking approach to campus development planning. This new planning framework will enable Monash University to manage demand on its infrastructure, more effectively plan for the future and inform senior leadership of the risks and required levels of campus investment.

Typically when undertaking a campus master plan, institutions need to draw data from a variety of different sources to make informed decisions that will ensure the long-term vitality of the built environment, future student numbers, timetabling data, space utilisation data, maintenance and condition and asset data, all need to feed into the process. Historically these have been buried deep in different departmental responsibilities within an institution. However, with a new campus development planning framework, all these data sets can be accessed, correlated and input into decisions making on where facilities should be located, what is the highest and best use for facilities and which faculties should utilise different facilities.

This new planning framework will ensure more robust business cases can be developed by Monash University to be submitted to council as well as the University Executive to seek capital funding for new development.

In this session, the speakers will discuss how the framework was developed, what it means for the integration of facilities planning and operations within Monash University and how this will provide the institution with a full diagnostic picture of supply and demand to make strategic facilities decisions.

SESSION 4

BIM for FM – An Opportunity for Existing Portfolios

CHRISTOPHER PYNN

Arup

Chris Pynn is a strategic information management expert who specialises in assisting clients with the implementation of Building Information Modelling (BIM) data management and strategies targeted directly with focusing on and improving their core business drivers. His experience is diverse across infrastructure and buildings, both locally in Australia and internationally.

Chris often consults internally within Arup on the set-up and strategies for international projects and he currently holds a position as the Arup Australian Buildings Group BIM Leader. He oversees the implementation of BIM across the Australasia region is also the global leader in Arup's BIM and digital technology development.

As digital technology continues to develop at rapid rates there is a keenness within the University sector to better understand how it can improve facilities management to benefit the operations of a campus. Building information modeling (BIM) has been one such technology that has had significant focus within the design and construction industry over the last ten years. The focus is now changing to how this technology can bring value to the overall lifecycle of an estate.

Design and construction of a new building or facility is by no means a cheap under taking but it is well documented that the largest cost is in the actual operation of the building upon completion, comprising over 70% of the total lifecycle cost. While Software developers continue to sell the virtues of BIM software as being the answer to reducing through life costs there remains a healthy skepticism as to just how applicable said software is for running single buildings let alone large complex educational campuses. Most currently available products are designed around a single building and are often reliant or focused on new developments, and certainly not existing campuses.

CASE STUDY – UNIVERSITY OF SYDNEY

Arup, on behalf of University of Sydney undertook a proof of concept exercise to demonstrate how a BIM approach can add value to the management of an existing campus. Often the first assumption is that you need a BIM model before you can start, but in actual fact the real value lies in better understanding current process of data management. This is the value of the lessons learnt through the work undertaken at University of Sydney, where by simple looking at providing greater access and clarity to the data the benefit of such an approach has been proven.

We will explain the approach we took to derive the main business drivers and identify the challenges the Campus Infrastructure team faced. We will explain how we went about creating the model, utilizing the existing campus data and systems to set about presenting an alternative approach to providing access to their existing Archibus CAFM platform. We will demonstrate what is possible when re-thinking the approach to data management and access. We will show how utilisation of web map, mobile and 3d gaming technology in combination, all driven by a consistent source of data, managed through an overarching web API provides not only the effective interrogation of the different systems, but also the ability for further expansion.

Real Tangible Benefits

The potential benefits are very real; turning backlogged maintenance into **preventative maintenance, improved space planning and asset tracking**, or even enhancing Students experience through **digital way finding**. Or, as in the case of University of Sydney, simply providing greater access, clarity and transparency to the data the University already owns can be in the first instance provide significant benefit.

“Value comes from understanding how to connect the data in a way in which it becomes relevant to the user”

As in the University of Sydney project, with the application and convergence of both Geographical Information Systems (GIS) and BIM comes the ability to re-think **data collection, access and interrogation**. The answer though, lies in the proper integration and verification of existing data; providing the foundation to enable the move to a smarter, richer, more integrated approach to operations and maintenance. The solution is not just for new buildings however, but more importantly all of the existing assets.





SESSION 5

Marks & Grades – Change, Collaboration & Connected Technology

JOHN SIMPSON, KYLIE READMAN
University of the Sunshine Coast

John Simpson is a Project Manager with the Centre for Support and Advancement of Learning and Teaching at the University of the Sunshine Coast. John has led a number of business improvement and system implementation projects within the University, including the Marks & Grades Project, as well as within Queensland government.

In 2012, the University of the Sunshine Coast's inter-departmental Marks and Grades Project team successfully delivered a new business process and developed a web-based application, the Interim Results Module (IRM), to students and staff. The solution supports the verification and ratification of all students' final marks and grades and resolves a complex whole of institution problem with handling grades data stemming from manual processes that were out-dated. The solution seamlessly integrates the learning management system (Blackboard), from which students' interim marks and grades are derived, and the Student Information System (PeopleSoft) where final marks and grades are released to students.

The project has achieved a number of major outcomes, gains and quantifiable benefits to staff and students, including significant mitigation of risk of errors in student final marks and grades, opportunity to release final grades to students up to five days earlier, eliminating duplication of data entry and manual handling of data, consistency in practice achieved by alignment of system design (including system validations and roles) with assessment policy and procedures, an effective, streamlined mechanism to electronically manipulate grades data from USC's learning management system (Blackboard) to the Student Information System (PeopleSoft), improved reporting and opportunities to analyse grade data, enhancing curriculum renewal and establishment of a sustainable system and user support model for the process and system, with opportunities to develop to meet future requirements.

Most importantly the Marks and Grades Project established a model for successful whole-of-institution change management and ongoing commitment by all stakeholders to working collaboratively to achieve strategic change. A key success factor of the project has been a shared leadership and collaborative approach in the delivery of the project, engaging all stakeholders, IT Services, Student Administration, Learning and Teaching Centre and faculties in all stages of the project.

In 2014, the project team have begun further work to enhance the solution to incorporate the change of grade process. After implementation of these enhancements, further staff time saving can be reasonably expected through the elimination of change of grade paperwork and multiple data-entry.

In recognition of their efforts, the project team won the 2013 ATEM/ Campus Review Co-Op award for excellence in student administration and customer service management.

SESSION 6

Unscrambling the Egg – Reflections on a Successful University Change Project

DAMIAN BARRY
Monash University

Damian is the Business Manager for the department of accounting at Monash University. He has worked as a senior manager in law, health and higher education for over 20 years. He has qualifications in law, economics, information systems and obtained a Master in Tertiary Education Management in 2011. He is an ATEM Fellow; is on the Bass Regional committee and is the IC for Monash. He is also Director and Treasurer of a not for profit company in the health sector.

The former department of Accounting and Finance in the Faculty of Business and Economics at Monash University had more staff and student load than most of the other Faculties at Monash and was by far the most profitable academic department in the University. The Faculty of Business and Economics was the University's "cash cow". The department was the cash cow's "cash cow". The department formed around the year 2000 following an external academic review and merged two broad disciplines – accounting and banking and finance. Arising from the recommendations of subsequent five year external reviews the merger was strengthened and the professional staffing structure professionalised and specialised with the addition of a Business Manager to replace the traditional Department Manager and the hiring of specialist professional staff providing expertise in e learning; information management and programming; accreditation and academic quality; simulation based learning. The department also had in place dedicated finance, human resources and marketing support.

In 2012 the five year external academic review recommended that the Department of Accounting and Finance should be split into two separate academic departments. It is worth noting that the external review team did not recommend how the two new departments would be structured nor did it make recommendations in relation to how the governance structure be set up nor how the departments would be administered. This latter issue was left to the Dean and the new Heads of Department to sort out. In October 2012 the Dean of the Faculty agreed to the separation recommendation and in June 2013, after having been approved by Faculty Board and Academic Board the formal proposal was put to and approved by the University Council.

The formal proposal indicated that the separation would be cost neutral and that there would be no extra professional staff and no diminution of revenue.

The Dean had indicated that the two departments will also have two separate administrative support units and put in place certain rules in relation to how those administrative support structures would be organised and relate to the Faculty service provision model. The "old" department had over the years developed a shared services model supporting the department's activities over 4-5 campuses as well as managing academic quality across its 2 international campuses.

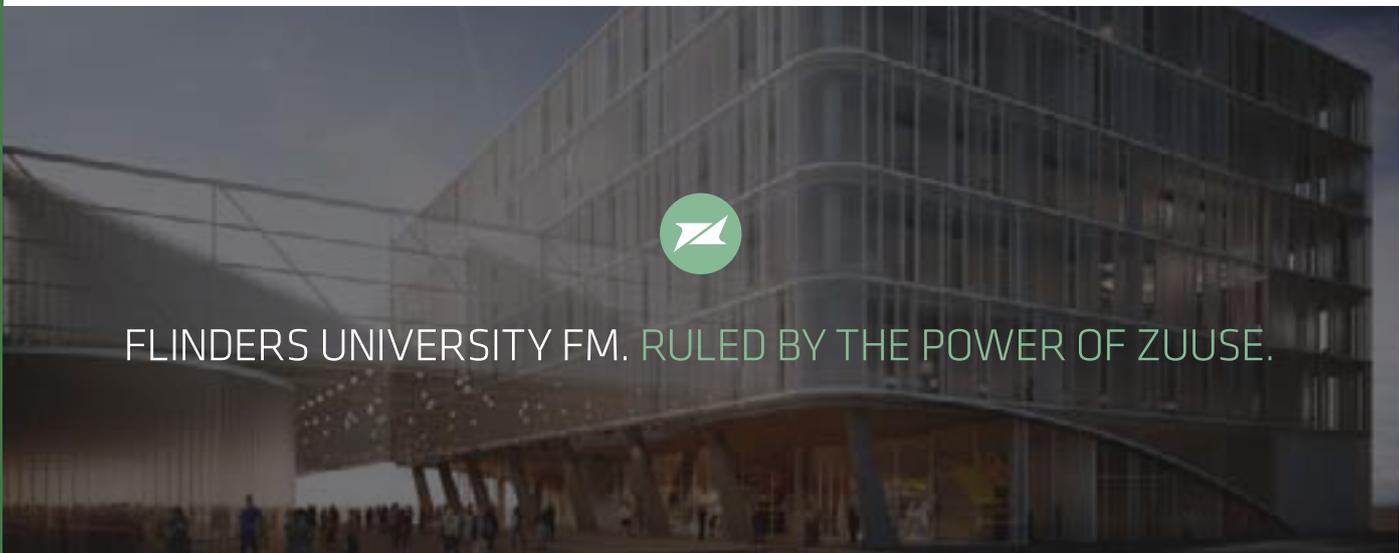
The major challenge in setting up the new structures involved taking the existing administrative support structure and staff and separating it and them to create two independent organisational structures. I describe this challenge as akin to “unscrambling an egg” as the shared services Model with a range of specialist and generalist roles did not separate neatly. The project presented a leadership and strategic challenge for the new management team; and a workplace relations and change management challenge for all department staff and the University. The restructure also had to occur within a severely constrained operating environment where staff recruitment was frozen; the faculty under pressure to cut professional staff numbers; an undertaking that budgets and staff classifications could not change plus the whole restructure taking place within an enterprise workplace agreement renegotiation and multiple restructure occurring within the University. In other words: “business as usual”!

As the Business Manager I was tasked with “unscrambling the egg” in such a way as to be compliant with the industrial relations agreements on workplace change; provide a logical transition path for staff into similar but new roles; accommodate the agreed financial and human resource constraints and address the Dean’s specific issues around service provision. The new structures also had to be logical and provide a solid foundation for supporting the new

departments. In addition, the Faculty was planning for the creation of a new Business School within the existing Faculty structure and the organisation of the professional staff services to the new departments needed to be mindful of the likely impact of a future School administrative structure and the further centralisation of service provision occasioned by the school model.

Whilst the planning and approval phase of the separation was undertaken the perception of the two staffing cohorts –the academic staff and the professional staff- were quite diverse and became a challenge for management to deal with as the two cohorts were, apparently, at significantly different stages of the change spectrum.

This paper will reflect on the challenges and strategies that the Steering Committee used to ensure the best outcome for all.



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SESSION 7

A Visionary Approach the Integration of Google Glass Technology into Facilities Management Systems

WALTER RAFIN
DTZ

Walter recently joined the DTZ|UGL business in a multi-faceted role/ capacity and works across a number of business areas, where Walter will assist in operations and contract management, contract audit, innovation/efficiency and sales/bid management as National Manager, Business Development.

Walter brings in excess of 28 years' experience in Facilities Management occupying senior national roles in Local Government as Parramatta Councils Facilities & Assets Manager, Aged Care as Anglican Retirement Villages National Facilities Manager, Aviation as Sydney Airports Corporation Limited (SACL) Facilities & Assets Manager & various other Commercial, Retail, Property Management & private sector services industries. In these roles, Walter has managed significant asset portfolios ranging from \$1.5B - \$4.5B, including SACL where he was responsible for 4 airports. Originally from a HVAC/mechanical background, Walter is a regular speaker on Facilities Management|Maintenance.

Walter was previously General Manager Business Development for the Hirotec Group where his objective was to create growth throughout Australia through strategic relationship development whilst ensuring Hirotec maintained its client base through renewal negotiations. As part of the Hirotec Executive Management Team, Walter was involved in all facets of strategic planning, process improvement & client management.

Walter is the current NSW Chair of the Facilities Management Association (FMA) of Australia.

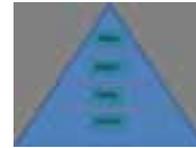
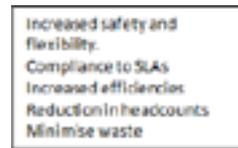
Customers must always come first in the delivery of integrated property and facilities services. Our teams of analysts and researchers continually seek out latest trends in the market place; follow the evolving development of emerging technologies and thought processes; ensuring we stay true to a relenting commitment to deliver real value for all clients throughout a mutually beneficial relationship.

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KEY WORDS: INNOVATION, SERVICE DELIVERY, MOBILE, MOBILITY, MINIMISE DISRUPTION, VALUE FOR MONEY, COST SAVINGS, TECHNOLOGY, FUTURE POTENTIAL AND DIRECTIONS

WEDNESDAY
3 SEPTEMBER

10.15am – 11.05am

Concurrent

SESSION 1

A Case Study in Practical Sustainability: The New Building for The University of Melbourne's Faculty of Architecture, Building and Planning

JEFFREY ROBINSON

Aurecon

Jeff is Aurecon's Global Sustainable Buildings Leader. Jeff has worked as a consulting engineer for over 27 years working in London, Ireland and for the last 16 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.

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.

The new building for the University of Melbourne's Faculty of Architecture, Building and Planning has been designed to demonstrate to the students studying in this building best practice sustainable design. The building combines excellent passive design elements with very energy and water efficient building services to create a building which is comfortable and healthy for the students and members of the faculty and yet affordable to construct and operate. The design team worked collaboratively together to get the most from the project budget by getting multiple benefits from each construction element.

This presentation will discuss what is meant by Practical Sustainability and outline the innovative features of the design such as:

- » The underfloor air-conditioning of the tall spaces
- » The high performance facades
- » The mixed mode air-conditioning of lecture rooms and study areas
- » The excellent daylighting strategy supported by LED lighting throughout the building

- » The extensive embedded sensor network which will allow detailed monitoring of its thermal, comfort and energy performance
- » Large scale rain water storage
- » The building has been created to be a living lab where students can learn about many of the practical aspects of building design and construction.

Many other sustainable design elements were studied in detail and the decision was made not to incorporate them in the building design for various practical reasons. This included detailed feasibility studies to evaluate the following technologies:

- » A local and precinct wide cogeneration or Tri generation plant
- » The use of geothermal piles
- » Motorised windows for natural ventilation etc
- » Large Scale Photovoltaic installations etc

This presentation will discuss in detail why some design features and technologies were adopted and the practical reasons why others were not and the reasons why the University of Melbourne's Faculty of Architecture, Building and Planning can rightly be considered an excellent example of Practical Sustainability.

SESSION 2

TEFMA, Maurie Pawsey Schneider Electric Scholarship 2013 The Baton Change: The Transition Between Capital Investment to Maintenance and Operations.

JOE SANTANGELO

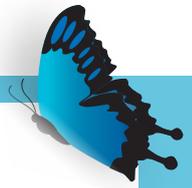
UNSW

Joe Santangelo is a Senior Project Manager (Major Projects, Planning and Development) at the University of New South Wales. Joe has been with UNSW for over 12 years and has overseen the management of some of the University's most impressive construction and refurbishment projects. His chief responsibility is to ensure the successful delivery of major projects within the University's capital investment portfolio generally valued between \$20 - \$150M.

While delivering projects in the Tertiary Education Sector, all of which has been spent at UNSW, Joe has developed a skill set that provides the ability to take a project from inception through to delivery. Throughout his career in the construction industry (spanning over 20 years) he has delivered projects across various industries including IT Infrastructure, Commercial Development, Shop Fit-out and Tertiary Education.

Joe has delivered national and state award winning construction projects, such as the Tyree Energy Technologies Building and the Solar Industrial Research Facility. Joe is currently managing the design and construction of the new Mechanical and Manufacturing Engineering Precinct Development due for completion in early 2015. He sees the delivery of the Tyree Energy Technologies Building as a major career highlight. The Tyree Energy Technologies Building (TETB) is designed to provide a strategic and flexible facility that responds to the University's overall long term needs while creating a memorable and distinctive address for the campus. The TETB is a state-of-the-art powerhouse for world-breaking research, education and industry collaboration in the development and practical implementation of sustainable energy technologies.





Joe enjoys the responsibility that comes with his current role and the ability to significantly influence a large scale capital works program, which contributes to the learning framework and ultimately the University's success. Joe is passionate about the Tertiary Education Sector for the fact that he truly feels his efforts applied result in delivering quality benefits to a sector he has a strong connection with, that also deliver benefits to society in general.

In 2013, Joe was the recipient of the TEFMA Maurie Pawsey Schneider Electric Scholarship. Joe has toured many of the "Top 50" universities in the USA with the intention to identify and document exemplar processes and to develop methods of managing the integrated nature of university businesses, while improving his awareness of the impact that facilities management has on business operations and asset management aspirations.

The process of creating a new university building or major asset typically follows the direct path of project definition, planning, design, construction, completion and then operations. The transition from construction to operations brings with it many changes and challenges which need to be managed. Likened to a track and field relay race, members of a team take turns running, with a baton performing a certain action. The key to success is how much time the baton spends in those exchange zones and the method and timing of each transition. Each member of the team is critical to the successful outcome.

Between the end of a facility's construction and the commencement of its operations, there is a transition period where most, if not all, of the professionals who designed, installed and verified the initial conditions of the building cease to be involved. A new team of individuals begins to operate the building, taking on the phase with significant cost, operational and environmental impacts. This shift in personnel presents one of the greatest risks to a building's ability to bridge the gap from construction to efficient operations.

Today, many projects follow a decade old approach to the design and construction process, the contractual agreements the teams are under and the protocols of communication between team members. Importantly, the typical roles represented haven't changed in a very long time, although buildings have become far more technologically complex and are delivered over shorter periods, while facing the challenges of making best use of the limited resources available.

The process of creating a new university asset typically follows the linear path of definition, planning, design, construction, project close out and operations. In this model, we find that, during the earliest and most critical phases of project definition, planning and design, not all members of the ideal team are actively engaged. In some instances, for whatever reason, the Asset Manager is not present during project definition and/or design discussions. The person expected to manage the operations and maintenance staff and effectively uphold the performance of a building should clearly have input during the earlier phases, and yet often these people are not consulted until much later in the process.

Operationally this has major ramifications to the overall business if the Asset Managers are not willing to accept the newly completed assets or begrudgingly do so. Often this reluctance can be brought about due to the assessment of unacceptable maintenance and operations costs which may have been avoided with their early involvement.

As the recipient of the TEFMA Maurie Pawsey Schneider Electric Scholarship for 2013, I have had the opportunity to study US "Top 50" Universities with the intention to document exemplar, innovative processes regarding the transition between Strategic Asset Management phases. The experiences gained have allowed me to document methods of managing the integrated nature of university businesses, while improving awareness of the impact that facilities have on business operations and strategic aspirations for the asset life cycle. I will present on all findings and focus on innovative, "best practice" Strategic Asset Management (SAM) processes. I will review the use of enterprise information systems and explore contracting options that may support a more integrated approach. Findings will also explore the way in which the FM Management Executive, within Capital Investment and Maintenance and Operations, set their performance targets for alignment in an attempt to gain optimal efficiency in relation to asset phase transition and improvement of asset life-cycle costs.

SESSION 3

Change is Inevitable, Reinventing Curriculum, Staff, and Spaces – The Journey to Implement the Centre for Advanced Design in Engineering Training (CADET)

MONICA MOORE
Deakin University

Monica is the School Manager (Administrative and Technical Services) in the School of Engineering at Deakin University in Geelong. She is originally from Sweden but has lived in Australia close to 20 years. She has attended a few TEMC conferences in the past but this is her first time presenting at TEMC. She is a strong believer in life long learning and mentoring.

Change is constant. The staff in the School of Engineering at Deakin University in Geelong are about to undergo a massive change, moving to brand new open plan hot desks and lounge style spaces. At the same time they will need to come to terms with a brand new way of teaching, Project Orientated Design Based Learning (PODBL), and the exact structure and approach is not yet finalised. This is to prepare for CADET (Centre for Advanced Design in Engineering Training).

Therefore the Strategic team in the School must attempt to fully prepare itself, and try and fully map out and come to terms with it themselves, sort out roles and responsibilities. Who is doing what and when, who is writing the implementation and change plan?

The strategic team, consisting of academic, technical and administrative staff, embarks on a strategic retreat, enlists a change management coach and begin to prepare for the journey ahead of them and the rest of the staff. In the middle of 2015 it all needs to be up and running. Will it all be smooth sailing, doubtful!

This is the opportunity to share the School Management's journey particularly from an administrative point of view. An administrative team and a School Manager who is responsible for both administrative and technical services who needs to keep it all together, the glue. Simultaneously the student numbers have

grown by 21% and staff numbers have grown by 28% in the last year alone. This is all happening in a centralised faculty where the school administrative team is small; where the faculty neither fully understands the impact, nor changes that need to happen, or the additional workload. A massive change that needs to occur on top of busy workloads.

It is not yet known how hard it will be to convince the academics that open plan hot desks and lounge style is the way to go, many academics who prefer to do 'secretive' research behind closed doors! And can both technical and academic staff become facilitators? Moving away from the traditional academic approach giving lectures in front of a large cohort of students. Technical staff in the more traditional workshops are trying hard to embrace the technical changes, work out the expectations of them in this new world, and what is expected in terms of becoming facilitators.

All this to ensure that Deakin Engineering prepares for CADET which is a \$55million project, approved through an Educational Investment Fund (EIF), with both Commonwealth and Deakin financial backing. It will emphasise design, virtual modelling, and prototyping skills. This design focused approach particularly targeted at year 9 to PhDs, is proven to make engineering more attractive.

The Geelong region's manufacturing is in rapid decline, it keeps making its ugly and sad (dis)appearance in the news. CADET is the golden light, solution and future for this region. It is an innovative design based solution from Professor Guy Little fair, Head and Dean of the School of Engineering at Deakin University. This paper will outline the journey, optimism, pessimism and change management as it happens. It must and will succeed.

SESSION 4

Institute for Marine and Antarctic Studies: A Waterside Working Community

MEAGHAN DWYER

John Wardie Architects

Meaghan has been with John Wardle Architects for nearly 15 years. During her time with this practice she has lead a number of major public and university projects across several states of Australia. These projects have included libraries and learning centres, art galleries, schools of art and architecture, scientific research buildings and buildings for the visual and performing arts. More recently she has contributed to a number of assignments that have extended the work of the practice to include master planning and urban design. As a senior member of the practice Meaghan also contributes to the management, direction and culture of the practice.

Australia's expertise in marine science, and more specifically in science related to Antarctica and the Southern Ocean, has received a significant boost with the opening of the new building for the Institute for Marine and Antarctic Studies. Located on the historic Hobart waterfront the new building offers a unique experience for staff.

In keeping with UTAS strategy to establish a strong presence in the city of Hobart, and to link their research, and teaching and learning with the local economy and emerging enterprise, this project

represents a strong commitment to place. In recognition of the importance of Antarctica and the Southern Ocean to the Tasmanian economy this project was also supported by the Federal Government of Australia and the State Government of Tasmania.

Located on Princes Wharf 2 in Sullivan's Cove this new building was conceived within significant heritage constraints. The cove is in many ways still a working port – fishing boats and ferries go about their daily business in addition to the many locals and tourists that make this a destination. It is imagined that this new scientific community is yet another generation of workers in the cove.

The new building appears to sit on the flat concrete cove floor and makes reference to the freestanding rectilinear shed forms that are aligned with the waters edge. In addition to referencing the form of these vernacular buildings, the new building also references their materiality – the building is clad in a palette of shifting greys, in contrast to the warmth of the sandstone buildings that line Salamanca Place.

The new building draws water from the Derwent Estuary for heating and cooling. The salty water is drawn through a closed loop heat exchanger to temper the building water. For a good part of the year the only energy required to heat and cool the building is that required to power the pump.

This building represents a unique resolution of economic, social, and environmental concerns.

The new building is occupied by a cluster of independent research groups that comprise a large proportion of Australia's Antarctic and Southern ocean scientists. The collocation of these groups is expected to propel our understanding of these precious environments with a view to preserving them into the future.

An important function of this building is the preservation and analysis of the ice cores that are collected in Antarctica each summer. The way in which these ice cores are cut into long sections to extract the most pure ice provided an analogy for the arrangement of program within the building. Workspace, collaboration and meeting spaces, and laboratories are arranged in strands that run parallel to the length of the new building.

Workplace

Located to the north side of the building the Workplace offers occupants views out over Sullivan's Cove. The facade protects from direct sunlight and facilitates natural ventilation. Clusters of workspaces break the floorplate into smaller zones. Each of these is designed to accommodate a research group comprising academics, post doctorate researchers and higher degree research students.

Staff are able to congregate in a shared lounge and terrace located beneath the roof form and offering views out across the cove and back toward the city and Mount Wellington.

Collaboration

The centre of the building is activated by the vertical and horizontal movement of people. Occupants are able to move out of their Workspace and into this area to occupy the various formal and informal meeting spaces arranged along the length of the building. There are views into the laboratories at various points and sightlines across the floor plate to Sullivan's Cove and Castray Esplanade. An exhibition space accessible by the public and visible from Castray Esplanade will host displays that relate to marine and Antarctic science. This is a case of science enriching art, and art enriching





science.

Laboratories

The laboratories are protected from excessive solar heat gain through being located on the south side of the building. Given the movement of ice cores and other organic materials from Antarctica the building is designed to meet the requirements of Quarantine Containment Class 2. Ultra cold freezer storage rooms and cold laboratories enable the scientists to work with these precious materials. These support spaces are arranged within the laboratory module to free up view lines across the floor plate.

This new building for the Institute of Marine and Antarctic Studies offers some of Australia's leading Antarctic and marine scientists' outstanding facilities and a unique experience of place.

SESSION 5

Same but Different: Conceptions and Management of Institutional Policy in The United States, New Zealand and Papua New Guinea

BRIGID FREEMAN, TRACIE MAFILE'O, NANCY CAPELL, SUE THOMPSON

University of Melbourne, Island Research and Consultants, Pacific Adventist University, UNCOP

University of California Berkeley

Brigid Freeman is a Research Fellow at the University of Melbourne and recently Visiting Scholar at the Centre for Studies in Higher Education at the University of California, Berkeley and Centre for Policy and Strategy at the American Council of Education (ACE) in Washington DC. Brigid has a Masters of Education Policy (International) and is undertaking a PhD examining Australian university governance, strategy and policy. She is leading an international collaboration with the University of California, Berkeley, Otago Polytechnic, Pacific Adventist University and Island Research examining higher education institutional policy in the United States, New Zealand and Papua New Guinea. Brigid co-authored STEM: Country Comparisons, International comparisons of science, technology, engineering and mathematics (STEM) with Professors Simon Marginson and Russell Tytler. The Age of STEM: Educational Policy and Practice in Science, Technology, Engineering and Mathematics Across the World (eds., Freeman, Marginson and Tytler) will be published by Routledge in 2014.

The Institutional Policy Project was initiated in 2013 to broaden our understanding of higher education institutional policy. Institutional policy is an important although somewhat disparaged governance mechanism that establishes principles, parameters and "road maps" for institutional operations. Institutional policy interprets and operationalises government policy and legislation, represents a key element of institutional risk mitigation and quality assurance strategies, and guides decision-making.

The Institutional Policy Project is exploring higher education institutional policy across several jurisdictions, including the United States, New Zealand and Papua New Guinea. The Institutional Policy Project represents a collaboration between the University of Melbourne, University of California – Berkeley, Otago Polytechnic, Pacific Adventist University and Island Research and Consultants. The

project involved analysis of publicly available governance documentation, conduct of semi-structured interviews with policy practitioners and senior institutional managers in the United States, New Zealand and Papua New Guinea, and administration of a survey across these jurisdictions. This presentation builds on the paper presented at the Association of University Administrators (AUA) in Manchester, United Kingdom in April, 2014, and provide additional analysis of research data collected.

The Institutional Policy Project explores three key questions: 'How do higher education institutions conceive "policy"?', 'How do higher education institutions manage institutional policy?', and 'How do higher education institutions conceive the "policy cycle"?' The project also explores current and potential congruence between higher education institutional policy and compliance, audit, quality, risk, strategy and budget, and delegations of authority. The survey explored institutional meta-policy ("policy on policy"), policy instruments, approval authorities, the policy cycle, policy evaluation and review, compliance with legislation and policy, professional development and policy resources, policy library and website, policy management, institutional data systems, and characteristics of policy actors.

Despite fundamentally different contexts, organisational structures and missions across institutions in the United States, New Zealand and Papua New Guinea, and internal variation in these jurisdictions, the research revealed many commonalities in terms of conceptions of policy and the policy cycle, and approaches towards policy management. The research also revealed shared challenges with respect to the gap between policy documentation (texts) and institutional practices (essentially policy implementation). Similarly, shared challenges were identified with respect to policy implementation evaluation capacity and activity, limited policy-dedicated human resources, and organisational "respect" for institutional policy. The research also revealed fundamental differences arising from contextual variation, principally including government higher education policy and cultural differences. The presentation is intended to communicate key findings to practitioners, including examples of good practice, to support the ongoing improvement of institutional policy making, implementation and evaluation.

SESSION 6

SESSION 7

BA@ Program - Access to Higher Education for Students Without 'Traditional' Entry Requirements

KATRINA FRANC, TIM HARRISON, FIONA HODDER
Federation University Australia

Tim Harrison is Manager of the Addressing Disadvantage in Inequality in Education and Health Research Theme at Federation University Australia. He is currently in the final stages of completing his PhD which critically examines government interventions in communities identified as disadvantaged and explores community organising as an alternative. Tim has research interests in community organising and activism, life in rural Victoria, 'disadvantage' and community/university engagement.

Katrina Franc is the Coordinator, Programs and Student Experience for the Faculty of Education and Arts at Federation University Australia (Ballarat campuses). Katrina has been working in the industry for 10 years and has vast experience with student engagement. Over the years Katrina has had various roles including Student Liaison Officer and with her current role she is overseeing the Professional Staff team across 2 campuses in Ballarat that deal with the lifecycle of a university student. As Katrina grew up in a small regional town she is passionate about giving everyone access to Higher Education studies no matter their background.

Fiona Hodder has developed her skills in leadership and management through a range of positions within the University over an extensive period of time at the University, Fiona has now been a Business Manager for 4 years within the University and more recently in Education and Arts.

The BA@ program developed out of a pilot project completed at Phoenix P-12 College in Ballarat, Victoria. It commenced in Semester One 2013 and has enrolled its second cohort in 2014. The program supports access to higher education for student without 'traditional' entry requirements. The guiding philosophy of the program is that a student's educational history is less important than their desire to engage.

The BA@Phoenix program is part of the Higher Education Participation and Partnerships Program (HEPPP) funded Community Higher Education Regional Aspirations Project (HERAP). HERAP is working in the south west of Ballarat and Horsham to enhance the connection between communities, schools, young people, their families and higher education.

As a result of working directly with communities, young people and schools it has been identified that there a number of people within the south west of Ballarat who, although lacking the 'traditional' entry requirements, are still interested in pursuing higher education opportunities. BA@Phoenix attempts to create a 'safer' community space for people to make their first step into higher education in a supported, sustainable way.

The program is teaching the first year of Federation University Australia's Bachelor of Arts (Humanities and Social Sciences) program. Students complete foundation courses as well other courses in the first year. The program is delivered in a school/ community setting at Phoenix College using 3 hour workshop style delivery rather than the more traditional lecture / tute model. The

program then assists the students in making a transition to the FedUni campus in second year of their program.

It is clearly understood that students entering the program without a 'traditional' educational background will require considerable social and academic support to ensure a successful transition to higher education. This support to students is provided through the following sources:

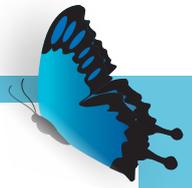
- » Academic / transition support – this is provided through a Phoenix teacher embedded in the BA@Phoenix program and funded partly through FedUni Sources.
- » Social / transitional support – this is provided through a community partner, VERB / HERAC sources and provide 'social' support to students in making the transition to higher education. This includes support through an experienced community worker who has been working with Phoenix College for over 6 years.
- » A mentoring program incorporating existing FedUni students to assist in transitions and academic and social support.
- » School-based support – Phoenix P-12 College have agreed to support the program including commitment of staffing to assist in the academic/social support of BA@Phoenix students.

Learning from the BA@Phoenix program

The BA@Phoenix program has provided a number of insights into how community-based higher education can function:

- » Students seek to find relevance to their lives in the program they are studying. There was a sense that students struggled with less immediately engaging courses. Careful subject selection is very important, particularly in the first year of the program.
- » Academics who are able to shift their teaching style to work with the needs of the cohort and the delivery model make a difference to the satisfaction and sense of achievement of students
- » The support of other significant figures such as teachers, youth workers, student mentors and academic support staff is essential to the success of the program. Contact with these people and the support they provide fosters engagement with the program and enhances retention
- » Students prefer models of teaching that engage them in dialogue and debate as active learners. More didactic approaches are less popular.
- » Acceptance of, and support, for the BA@Phoenix program within the school and the broader community was predicated on an active engagement strategy. This involved FedUni students engaged in Phoenix P-12 College, partnership with VERB and development of an HDR cohort from among teachers and community members
- » Student recruitment is relational and built on strong personal relationships between FedUni personnel, teachers and the broader community
- » A significant weakness of the implementation has been in role clarity around program management and coordination. This is sometimes manifest as a clash in roles between academic staff, general and professional staff and school and community workers.
- » The curriculum for the BA@ program needs to be accessible, challenging and relevant to the lives of students. There is a need to introduce courses that provide opportunities for students to develop intellectual inquisitiveness based on the places and spaces in which they live in and having relevance to their lived experience. This is critically important in their first year of the program. Traditional notions of what makes a 'good humanities program' need to be challenged and reassessed.





WEDNESDAY
3 SEPTEMBER

11.10am – 12.00noon

Concurrent

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SESSION 1

Addressing the Challenges of a Changing World Through an Exemplar Sustainable Building

ANNE KOVACHEVICH

Arup

Working in a design collaboration, Arup has helped to deliver Australia's greenest educational building. The University of Queensland Global Change Institute at the St Lucia Campus has been designed to meet the world's most advanced levels of sustainability, serving as an exemplar for the ecological transformation of a university campus.

It provides the focus for UQ's leadership in learning, discovery and commitment to new technologies for sustainability and research into the areas of broader global change.

Global change encompasses the interactions of natural and human induced changes in the global environment and their implications for society. These changes are occurring at an unprecedented scale and speed. Fundamental global sustainability challenges include issues as diverse as climate change (carbon mitigation and adaptation); human population growth and shift; resource security and consumption (food, energy sources, water and minerals); stewardship of biodiversity and natural ecosystems; and, within a systems framework, managing the complex impacts (including cumulative impacts), convergences and responses on ecosystem health, social resilience and economic prosperity (including business and industry).

Designed as a paperless and open-plan building, the Global Change Institute provides a carbon neutral, zero energy, zero water and zero waste working and learning environment. It is one of the first buildings to be registered for The Living Building Challenge, which will consume 30% the energy of the Green Building Council of Australia benchmark education project.

The five-storey educational structure incorporates a combination of adaptable spaces to encourage varied interactions between staff, students, industry and public. It is intended to be naturally ventilated for 88% of the year.

Key technologies have been adopted as a first for a sub-tropical climate:

- » Mixed mode ventilation
- » Hydronic slab cooling
- » Geopolymer concrete in suspended slabs
- » Energy storage via RedFlow batteries

The Institute aims to set up a carbon neutral position into a regenerative mode that will shape the next phase of development within the field of sustainable design. Principles of the 'Living Building Challenge' are also engaged due to the positioning of the building to broaden the scope of the project and challenge existing sustainable paradigms.

This can only serve to benefit the broader built environment in terms of pushing boundaries in the sustainability space. This has a natural flow-on effect to benefit the wider community from an environmental perspective, as well as the buildings' occupants who directly benefit.

The building includes a number of features that are particularly selected to achieve improved operational efficiencies across the areas of: air-conditioning and ventilation; electrical; hydraulic reticulation; and fire protection.

These features and technologies can be applied on similar projects which aim to meet high sustainability outcomes. The design smarts employed on this bold building enable our clients to imagine how it is possible to move towards fully sustainable buildings and at the same time will deliver vast benefits for the broader Queensland community for years to come.

If selected for a presentation, we would explain the building's features in more detail, highlighting the technology and clever engineering that made this complex and ambitious structure a reality – and where it is possible to foster discovery, learning and engagement by creating, applying and transferring knowledge for innovative and integrated solutions to address the challenges of a changing world.

SESSION 2

ANU Colleges of Science – Sharing the Risks and Rewards

JONATHAN DE PUIT, SIMON FOXCROFT

Hindmarsh Construction Australia, Australian National University

Jonathan has over 20 years experience in construction delivering a range of complex institutional projects including research, health, teaching, academic, government, commercial, multi-residential and retail. In the role of Project Director and Project Manager Jonathan has led the design and briefing stages, through construction and successful commissioning of large multi building facilities. Jonathan is technically proficient, has Greenstar delivery experience, understands construction systems and processes and their interrelationships and is a positive communicator and problem solver. A Fellow of the Australian Institute of Building, he graduated with a First Class Honours degree in Construction Management and Economics and University of Canberra Medal.

\$240Million leading edge research and teaching laboratory precinct development using Managing Contractor delivery

The Australian National University and Hindmarsh Construction Australia have recently completed the Colleges of Science project, a \$240Million precinct development journey which commenced in 2008. The project was delivered in a Managing Contractor (MC) relationship based contract with the MC engaged after Feasibility stage.

Key features of the development are:

- » Biology and Chemistry Research Laboratory Buildings (25,00sm)
- » Shared Biology and Chemistry Teaching Building (4,500sm)
- » Central Plant Facility serving new and existing buildings (2,000sm)
- » Animal Breeding Facility (1,000sm)
- » Carparks, public art and civic landscape

The Colleges of Science project commenced with ANU funding and the engagement of Lyons Architects following a national design competition. This was followed with a commitment to PSP and FSP design and funding for two thirds of the project was obtained. The Global Financial Crisis generated the Australian Government Economic Stimulus plan which enabled the final third of the project to proceed as it was “shovel ready”.

Key challenges of the project were:

- » Deciding not to proceed with TriGeneration and settling on Atmospheric Cooling with Thermal Storage.
- » Proceeding with Australia’s first common manifolded fume cupboards with thermal recovery – ahead of the Building Code and Australian Standard.
- » Achieving constant temperature rooms for bioscience research with +/- 1degree through a 17 – 34 degree range.
- » Handing over Bioscience with PC2 and QC2 certification at Practical Completion.
- » Designing and building specialist infrastructure for Nuclear Magnetic Resonance Machines knowing that new technology would exist by the time the project was to be complete.

- » Designing and delivering an Environmentally Sustainable product for high tech laboratories, with flexibility and adaptability in mind.

Throughout the project the design and delivery processes were handled in a truly collaborative environment with:

- » Dedicated Facilities and School user staff committed by ANU for the full project duration
- » Design team directly engaged by the Managing Contractor at Final Sketch Plan stage.
- » Collocated construction and design staff on site
- » Open book fee structure and Independent Quantity Surveyor / Cost Planner
- » Significant value add and budget savings to the project.

SESSION 3

Educational Leadership Perspectives on University Learning Spaces – Informing and Being Informed by Ideas from Senior Stakeholders

KENN FISHER

University of Melbourne

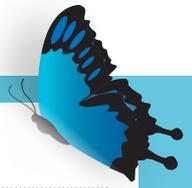
Dr Fisher practices both as a research academic and as a knowledgespace planner as he seeks to link the two areas through the concept of translational design modelled on the evidence based design of health environments which itself derives from clinical medical research practice.

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 almost \$2million worth of ARC Linkage 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.

The design of learning space in universities has been attracting significant attention, particularly in Australia since the Federal Government’s Education Investment Fund supported most universities to renew or build learning and teaching space facilities over the last six years (DIISRTE, 2012). Key to designing spaces that work is the input of students who will use the spaces (Gee, 2006) in order to get student-centred perspectives on the general layout, the functionalities and services that will be provided by the space. Equally important but much less investigated is the perspectives of those who are responsible for leading the development of learning space, who often have substantial experience in the practice of teaching, and who seek a framework for the conceptualisation, design and build process of learning space.





In this paper we canvass the perspectives of senior university leaders across Australia (n=50) on the key aspects of university learning space. To give the university leaders a context in which to formulate their ideas, the process drew on a case-study of the development of informal learning space at a large metropolitan university. In this paper, the process of discovering coherence amongst the ideas from the senior leaders using the case study, and the case study itself are discussed as a way of teasing apart the issues involved in shaping learning space design with the feedback of senior stakeholders.

The paper describes a focus-group methodology, the research questions involved and the summarised responses of the participants. The outcomes of the analysis emphasise the importance and benefits of including senior leader perspectives on the requirements of learning space and the challenges in developing coherent planning processes for learning space development.

SESSION 4

Business Weds IT - Saving the Relationship from Divorce (A Case Study of Implementing an Online Application System in a Dual Sector University)

ABHIJITH MANI, KAI JENSEN

RMIT University

Dr Kai Jensen, BA [Hons] (Otago), PhD (Auckland) - Deputy Director, Academic Policy and Governance, Academic Registrar's Group, RMIT University. Kai has experience of a range of academic service, project and policy roles in five institutions in Victoria and New Zealand over the past 20 years.

Abhijith Mani MBIT (RMIT), MComm (RMIT) - Senior Coordinator, Direct Admissions and Credit, Academic Registrar's Group, RMIT University. Abhijith has been working in student administration for seven years. In his current role Abhijith is responsible for managing direct domestic applications to RMIT and credit transfer processes across all student cohorts

A challenge facing universities is to ensure that our systems and platforms meet the demands of an increasingly online, connected and impatient clientele. To achieve this, it is essential that IT units and project teams, and business owners of processes, work effectively together. This paper considers how to optimize the relationship between IT and business units, to deliver a successful outcome, in the context of the implementation of the Apply Direct domestic application system at RMIT University. The Apply Direct system was developed in several phases, and the lessons of each phase are considered. The issues discussed and learnings highlighted in this paper will benefit business unit managers, subject matter experts and project staff involved in a university systems project.

SESSION 5

Our Campus 21C – Towards a New Master Plan for The University of Melbourne

ALEXANDRA LOWLOR, MICHAEL TRACEY

The University of Melbourne

Alexandra Lawlor is a senior development and project manager with extensive major projects experience in the arts, education, health and commercial sectors.

A qualified architect, she has worked with Melbourne's leading design practices including Lab Studio, Wood Marsh, Hassell, and Ashton Raggatt McDougall.

Alexandra has developed projects for the public and private sectors including the Melbourne Theatre Company, Melbourne Recital Centre, Australian Centre for Contemporary Art, as well as numerous apartment, resort, office, and restaurant projects.

Currently with the University of Melbourne, Alexandra focuses on district master planning for the Southbank and Werribee campuses and the Carlton Connect Initiative.

Alexandra collaborates with contemporary designers through Supercyclers, has had an active involvement with architectural media and writing, and also supports emerging chamber musicians.

Michael Tracey is the Director, Campus Planning at the University of Melbourne and leads a small team with a portfolio of responsibilities including preparation of master plans and preliminary project feasibilities. With almost ten years experience with the University sector he has developed a considerable appreciation of the value in engaging with the broadest range of stakeholders to develop a shared sense of excitement as to the future possibilities that can be discovered as well as a shared sense of ownership of the unfolding outcomes.

Prior to joining the University Michael has worked for a number of major practices in architecture, interior design and planning around Australia as well as client side project management for a major airline.

Traditional campus master planning tends to focus on the physical environment, in particular signature buildings that embody the present day aspirations of the university. Without clear alignment to an organisation's strategic direction, a master plan can lose currency and flexibility relatively quickly as pedagogy evolves and personnel changes. The University of Melbourne has re-thought this process, embracing the idea of an outward looking institution, and prioritising the campus experience for students, staff and the broader community.

In parallel with the review of the University's Strategic Plan (Growing Esteem) we developed Our Campus 21C – a tool that translates the values of Growing Esteem into the physical and virtual environment. At its centre is a Prism that maps out an integrated set of principles relevant to all projects and initiatives of any shape and size. The prism requires project development and decision-making to be considered within a framework of themes and threads that run through all projects.

The Prism's five themes are: Technology & Tradition; Synergy & Innovation; Quality Experiences; A Culture of Inclusion; and Spaces & Places. The five threads are intrinsic to everything Melbourne does and are crucial to our long-term success: Local & International; Sustainable & Resilient; Physical & Virtual; Inside & Outside; and Social & Cultural.

The presenters will outline the process adopted in the development of Our Campus 21C and share how it provides both an overarching framework for the University's strategic campus planning as well as illustrate how the Prism will invigorate the project briefing and development process in practice.

KEY WORDS: CAMPUS PLANNING, CAMPUS EXPERIENCE

ACKNOWLEDGMENTS: OUR CAMPUS 21C WAS DEVELOPED WITH ASSISTANCE OF STAFF FROM THE UNIVERSITY OF MELBOURNE AND STREAMER DESIGN + COMMUNICATION

SESSION 6

Designing an Academic Workload Model in the Age of Online and Blended Learning

STIJN DEKEYSER, RICHARD WATSON, ELIZABETH BARE
University of Southern Queensland, University of Melbourne

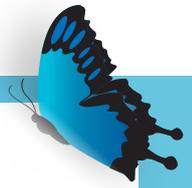
Dr Stijn Dekeyser is an Associate Professor of Computing at the University of Southern Queensland and is the immediate past Head of Department of Mathematics and Computer at USQ. During his tenure as Head he focused strongly on academic staff management, with a particular interest in workload management. Since returning to regular academic duties he has completed a brief sabbatical, working on several aspects of workload management.

Academic workload models have progressively become more important over the past few decades. Since they are a significant tool in measuring and evaluating academic productivity, workload models are expected to become even more vital with increasing requirements of accountability and financial demands on the sector. An important recent aspect in the evolution of models is the growing need to address the complex reality of changing universities; especially, but not solely, in terms of new delivery practices for online and blended learning. Most Australian universities have adopted aspects of blended learning and some offer fully online programs. In the international context, the media prominence of MOOCs has accelerated trends away from purely face to face teaching. While often the focus is on the student learning experience, there is evidence of growing concern among academic staff about the impact of non-traditional teaching on workloads.

Through a pilot survey as well as a series of interviews and discussions with senior and middle management at seven Australian universities we establish that traditional types of models, including actual hours and cost based models, may not be a good fit for institutions that encompass multiple campuses and employ online and blended learning, either when considering the equitable distribution of work or as a true measure of the actual work involved.

In this paper we improve existing definitions of academic workload models and describe the design parameters of a new type of workload model that we contend is a best fit for a growing number of multi-campus multi-mode institutions dealing with increasingly constrained resourcing. The new model combines desirable properties of traditional actual hours models with those of cost based models. Crucially, we show that the inclusion of parameters additional to the generally used measure of student enrolments requires careful analysis to ensure that workload allocations reflect actual costs. We also describe our use of special-purpose software to facilitate that process.





SESSION 7

Higher Education Studies for Low Socio-Economic VCE Students at RMIT University

ADRIANA BONIFACIO, BASIA ROZWADOWSKI
RMIT University

Adriana Bonifacio holds an Arts degree from La Trobe University, Graduate Diploma in Secondary Teaching from the University of Melbourne and an MBA from La Trobe University. She joined RMIT University in 2010 as the School Manager at the School of Computer Science and IT. She manages the School operations, including finance, services and resources. She is also the Chair of the School Operations Committee and an active member of the School Executive Committee and Industry Advisory Committee.

Adriana has 13 years experience in the education sector including her role as a secondary school teacher in the Victorian public education sector and Campus Director in the private education sector. She has a strong interest in student equity programs within the education sector.

Basia Rozwadowski holds a Masters degree in Human Resource Management from Monash University, Melbourne. She has joined RMIT University since 2013 and currently holds the position of Coordinator, Academic Services, at the School of Computer Science and Information Technology. She manages the Academic Services group and is responsible for core program administration and client services for students and staff within the School, including onshore and offshore teaching and learning activities, and the School's Open Universities Australia portfolio.

Basia has a total of ten years of management experience within the entertainment, sales and retail sectors both locally (2006-2009) and internationally (1999-2006), and has also worked within the university sector as a Human Resource Officer at Monash University (2010 - 2012).

The Higher Education Studies within the Victorian Certificate of Education (VCE) Program are a Victorian Curriculum and Assessment Authority (VCAA) approved program designed to provide a broader range of studies for high achieving and interested students through the opportunity to include a first year higher education study in their VCE program.

A small initiative led by a professional and academic staff team has secured grant funding in 2012 to pilot a Higher Education Studies program within the School of Computer Science and IT (SCSIT) at RMIT University. The pilot project was specially aimed at engaging Victorian students from low socio-economic (SES) backgrounds. The main aim of the program was to provide secondary students who may lack adequate access to information technology resources the opportunity to access RMIT's teaching staff, equipment, and infrastructure, at RMIT's central urban locations. The School conducted a feasibility study to identify suitable schools and appropriate courses, estimated demand, and determined efficient processes for developing effective relationships with target schools. As these courses are part of an undergraduate degree that eligible students may subsequently undertake, the student may obtain credits towards RMIT courses within that program.

The project employed a consultant who surveyed secondary schools in the Melbourne metropolitan area, to identify candidate schools which (i) have a significant number of high-achieving students, (ii) have many low-SES students, and (iii) would be willing to send their students to extension studies at RMIT. Interviews were conducted and focus groups of IT teachers, career advisers, and students from candidate schools were established to measure interest, identify problems, and determine suitable RMIT courses. In the final stage, the consultant worked with the pilot secondary schools to determine detailed processes for implementing agreements and recruiting students.

Specific project outcomes included:

- » Enrolment of a high-achieving low-SES Year-12 students in extension studies
- » Matriculating into SCSIT or RMIT programs of excellent low-SES students

The final enrolment results from 2012 – 2014 have surpassed the expectations of SCSIT, as a significant number of students from the Extension Studies program enrolled in an SCSIT undergraduate degree program (90% conversion rate).



WEDNESDAY
3 SEPTEMBER

1.00pm – 1.50pm

Concurrent K

SESSION 1

The Healthy Campus

JOHN MILLER
Hames Sharley

John is a Principal with Hames Sharley in Sydney, he is in charge of Education, Science and Health architecture in New South Wales. He has been designing University buildings in UK, Africa, Hong Kong, Brunei and Australia for nearly thirty years.

His experience of Universities ranges from master planning and all building types. Some of his favorite projects include a research building for 700 informaticians at the University of Edinburgh, a private airport for the University of Cranfield and the master plan for the Australian Catholic University in Melbourne.

He is particularly interested in sustainability and design review. In UK he was appointed to the design review panel at Architecture and Design Scotland. In 2012 he was appointed to the Victorian Design Review Panel.

He is currently participating in a federally funded major research project into Livable Cities which is coordinated by the McCaughey Centre for Community Wellbeing at the University of Melbourne

How can University Campuses and their buildings contribute to a healthy lifestyle?

All developed countries around the world are grappling with an explosion of preventable chronic illness. Disease of the heart, obesity, mental illness and diabetes are a massive cost to society. In order to combat these issues it is now recognized that it is as important to prevent as to cure.

Since lifestyle and environment is inextricably linked to health, the focus has moved over the last two decades onto how improvements to the environment can improve health. The environment of the campus contributes to the mental and physical health of its users. The presentation will examine how campus design can promote exercise, increase wellbeing and reduce stress.

The talk will have three parts, an introduction, followed by an examination of which factors are important regarding health, firstly at the macro-level of the campus, but also the micro-level of individual buildings.

Introduction

There will be a short historical introduction showing how 19th Century Planning, engineering and design concentrated on preventing infectious disease, and how the focus has now changed to combating chronic disease.

A European city example over three centuries will show how the shape of the city has changed partly as a result of disease. Melbourne will provide a current example of the issues faced by a modern Australian city and the planning scenarios being considered for the next thirty years to prevent further sprawl and improve health.

Planning a Healthy Campus

Modern city planning recognizes that livable, healthy cities have certain key attributes. It is interesting to examine some of these attributes to see how they apply to a University campus-

Density- suburban Melbourne has a density of around 30 persons/ hectare whereas Vienna has 900 persons/ hectare. Increased density means that there are more facilities within walking distance. However, too high a density is as bad as too low. The location and scale of student housing should promote walking. Similarly, walkability is important in campus design, too low a density will not stimulate activity.

Connectivity- The city of Vancouver has made a revolutionary decision in planning policy. They decided to reverse the normal hierarchy of transportation planning to put pedestrians as the top rather than the bottom priority. Many campuses have a high regard for pedestrians, cyclists and good public transport. But many are also dominated by cars. What would happen if a similar rule was applied to all campus design?

Mixed Use- great cities have developed planning solutions and buildings which are diverse and allow change over time. Historically, universities were embedded in cities. In some ways the introduction of the campus was a retrograde step and has divorced universities from their cities. How can this be reversed?

Sustainability- many of the attributes of a healthy campus are environmentally sustainable.

A sense of place- valuing history, nature and materiality, all contribute to the 'genius loci' or sense of a particular place. Cities become loved and used. Campuses are no different, good campuses are a pleasure to use and contribute to our wellbeing.

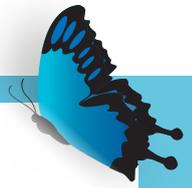
Designing Healthy University Buildings

Promoting health outcomes in building design is in its infancy from a research perspective. The best current activity is probably 'Active Design Guidelines' by New York City.

A range of factors will be discussed for healthy buildings. These will include the relationship to streets, the design of entrances, environmental sustainability, spaces that promote social interaction, stairs, exercise and leisure, grouping of shared functions and comfort and wellbeing.

Examples will be provided of different University building types such as laboratories, teaching and learning, social and leisure buildings and how design for health can be considered both for refurbished and new buildings.





SESSION 2

The Doherty Institute. Facility Design & Construction for the Transition from Project to Operation & Maintenance

LEO FINCHER-JOHNSON

The University Of Melbourne

Leo Fincher-Johnson has a diverse background including all aspects of the delivery of large capital projects and programs (>\$450m). With an extensive background in strategic planning, public procurement and contracting, he is regularly called upon to develop major project governance including financial and risk management and probity.

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

To achieve outstanding success delivering large complex operational highly maintained facilities, requires consideration of operational and maintenance aspects during all aspects of the project from conception. This needs to be one of the prime focuses of the project team - not an “afterthought” arising at the end when handover is imminent or has occurred.

In the past buildings were often completed and passed to maintenance teams with minimal documentation, advice or assistance and little or no input from stakeholders on their requirements. These emerge as a surprise later, after occupation of the facility.

More recently stakeholders and prospective building maintainers were typically consulted during early design development, but not again until the building was complete, with the manuals on this CD and the users in the process of relocation.

Maintenance staff needed to rapidly learn the building systems and all aspects of building operations while maintaining the facility and supporting ongoing activities. Challenges included differences in new systems from previous systems due to technological or practical advances and changed user requirements. This was exacerbated for more complex facilities, like the Doherty. These “learning periods” have the potential to compromise building system integrity - potentially rendering laboratories uncertifiable or, if certified, in breach of current regulations. Lack of understanding of systems makes changes in requirements difficult or impossible to achieve in a timely manner and can cause onerous workarounds or “rectification” to systems already capable of doing the required task.

To ensure that the Institute would be as functional as possible at all times from occupation, a different approach was required. A process was developed that includes involvement of building operational personnel in the design, abandoning the concept that construction is separate from operation and maintenance of the facility.

The approach developed for the Doherty provides involvement of building operations personnel throughout the process; including all aspects of design and construction ensuring that at handover there was sufficient knowledge to operate and maintain the facility.

To progress this concept, operational personnel including assets and security were encouraged to input into preliminary discussions, design development and construction. After construction commenced but well before the installation of any of the building plant or systems, a Building Operations Manager was appointed to the Project Team - in concert with senior maintenance personnel - to work with the project team during the delivery and then transition to the Assets Team as the onsite manager on completion. The concept is to build the support team with the facility. While this may be useful for all facilities, this methodology is particularly suitable for the construction of complex, large scale facilities with complex systems and/or certification requirements.

This methodology was introduced and proved to be effective for the delivery of the Doherty, a leading edge medical research facility constructed for the University of Melbourne and Melbourne Health. This methodology included integrated briefings of asset and security personnel and their input into; regular meetings and reviews; value management; documentation and tendering; meetings, updates and general and targeted inspections of the site throughout construction; and consultation on communications, relocation and operational planning.

A byproduct is the practical aspect of change management. This regular interaction allowed Building Operations personnel to understand and mentally prepare for their role in supporting operations of the new facility, easing the transition and providing the potential for the facility to fulfill its planned function earlier with less stress and reduced down time.

A cornerstone of this approach is the selection, formation and maintenance of the expanded project team while maintaining clear authorities and communication during project and transitional processes. Benefits include; improved integration of functions; enhanced design solutions; appropriate service provision and the potential to make the facility useable earlier and more flexible in operation because operational personnel have a full knowledge of built systems, their capabilities and how to manage and change them when necessary.

Planning in advance for the handover of any large, technically complex facilities is the key. Review and incorporation of appropriate systems, policies, procedures and personnel means that the facility can be operated and maintained correctly from occupancy. This also ensures that the OHS and other risks associated with the facility are understood and managed and users can be confident in the building and its facilities support structure.

The success of this approach makes it a point of difference that is being incorporated into a number of other major medical/medical research projects in Australia and overseas.

KEYWORDS: FACILITIES, DESIGN, CONSTRUCTION, MAINTENANCE, OPERATION

SESSION 3

A New Building for the Faculty Architecture, Building and Planning: A Building with a Pedagogical Purpose

PIPPA STOCKFIELD, MEAGHAN DWYER, ANDREW DEVESON
Aurecon, John Wardle Architects, Brookfield Multiplex

Pippa has a diverse professional background in law, property and project management and over 10 years experience delivering a range of complex health, educational and civic projects from feasibility through to construction. She is currently leading the delivery of key projects for The University of Melbourne, St John of God and the Department of Health Victoria.

Meaghan has been with John Wardle Architects for nearly 15 years. During her time with this practice she has lead a number of major public and university projects across several states of Australia. These projects have included libraries and learning centres, art galleries, schools of art and architecture, scientific research buildings and buildings for the visual and performing arts. More recently she has contributed to a number of assignments that have extended the work of the practice to include master planning and urban design.

Andrew...

The brief for the Faculty of Architecture, Building and Planning expressed a commitment to innovation for the design and delivery of an outstanding campus building. The aspiration was that the new building would demonstrate an outstanding level of quality in both the processes of design and development and in the finished product. In view of establishing a design intent that would provide a framework for decision making throughout the course of the project the brief also articulated a number of themes and placed trust in the design team to investigate these themes.

Significant in the context of these themes was that the task at hand was the design and construction of a building intended for occupation by disciplines that will engage directly with the design and construction of buildings, thus providing a particular pedagogical focus. Such a discipline specific interest might also be applicable to a school of environmental science, engineering or trades.

Setting Project Culture

Our Client's brief was matched by a unique project culture that evolved at each stage. So many high level briefs for university buildings articulate an aspiration for a building that is 'iconic' or representative of 'world's best practice', or similar. In this instance this aspiration has very consciously been paralleled by the culture and processes established for the design and procurement of the new building. This allowed opportunities for each project team member to bring their best and, through their ability to collaborate and innovate, realise some significant outcomes. This was seen as a parallel to the interdisciplinary studio based pedagogy that characterises the Faculty of Architecture, Planning and Building.

It could be said that the project culture lead to three kinds of collaboration – collaboration with the Client, collaboration across the project team, and collaboration on site.

Collaboration with the Client

The new building was conceived as a vehicle for research. A number of Faculty research projects have been integrated into the processes of design and procurement, as well as into the fabric of the building itself. The Faculty also expressed a preference for the building to be fundamentally sustainable though not necessarily within the constraints of a particular tool. The project is nonetheless targeting a 6 Green Star rating.

Another significant form of collaboration has been constant engagement with students and alumni, be it through presentations and lectures, site inspections, or in the design studio. In addition Property & Campus Services explored new ways to engage with students and academics, offering opportunities for students to learn from the university's capital works program.

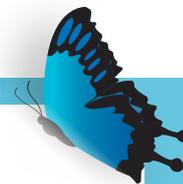
Collaboration across the Project Team

Two Architectural practices – Melbourne based John Wardle Architects and Boston based NADAAA came together in an equal design partnership at the competition stage. This partnership has had the effect of foregrounding the design conversation, and has allowed JWA/NADAAA to articulate their response to the design themes. Their focus on the pedagogical purpose of this building has emphasised the exploration of construction systems and the means and methods of fabrication. Collaboration more broadly across the Project Team has allowed a very particular design response to be realised. Box beams constructed from laminated veneer lumber span a twenty meter wide Design Hall. The screened facade system is didactic in the way in which it moderates climate and views. An historic facade has been integrated into the design proposal as a lesson in neoclassical architecture. Engineering services systems have been designed simply and pragmatically, relying on the user to control their environment.

Collaboration on Site

Increasingly, the means and methods of construction are being transformed. Traditional approaches are no longer assumed should there be gains to be had through employing prefabrication or digital fabrication. Working with complete design documentation Brookfield Multiplex identified some opportunities for efficiency that were then realised through collaboration and within the context of the design intent. Initially expecting to complete the glazed roof over the Design Hall from a birdcage scaffold beneath, they devised an approach that enabled the timber box beams and large sections of glazing to be fabricated off site and craned into position in a fraction of the time. Similarly, through working directly with the fabricator the team was able to produce digital files that translated the design intent for perforated zinc screens into patterns for the machines that punched, folded and cut the material in the factory. This resulted in a significant saving in production time whilst also achieving a high degree of variation, tight construction tolerances and meeting budget constraints. The obvious benefit of employing strategies like this has been realising a building that is expressive of its pedagogical purpose, and has been delivered on budget and four months before time.





SESSION 4

Change? Communicate, Engage - Prosper!

IAN SMITH, JACQUI MATRIN

Consulting & Facilitation, Sodona Consulting

Jacqui Martin and Ian Smith bring extensive experience of work in communications and engagement, people management and change in the higher education sector. Both now work as independent consultants in the sector with a strong focus on partnering with clients to develop tailored solutions to real life challenges.

It is a truism that the only constant is change! For the higher education sector that is never truer than it is now. Many universities are immersed in programs of organisational reform – institution-wide or tightly focused, targeted change. A few of these initiatives may largely fail in their objective of achieving organisational improvement. Some may muddle through and achieve half-baked success. How many will achieve the kind of inspirational step-change that will launch them onto a higher stage of organizational and cultural effectiveness?

Communication is at the core of successful change management. And, it is one of the toughest areas to get right.

This interactive presentation will explore that premise through these key propositions:

- » Effective engagement and communication with staff is the key element which can make the difference between transformative – or just middling - change.
- » People – everywhere, not just in universities - react more positively when they are talked with, rather than at. That characteristic is even more pronounced in the collegiate environment of higher education. That necessitates a style of communication and engagement which responds to, and engages with, that particular (and at times peculiar) organizational character.

The presentation will explore four key elements of successful change communications.

- » Developing a strategic approach to change communications. Anyone can develop a PowerPoint presentation, plan a talk for either a “town hall” or a small group meeting, write an update bulletin or an all-staff email. Only a few do it well. Even fewer do it with effective strategic intent and impact. What looks easy is not. Tactics live and die in the shadow of strategy.
- » Trading the “loud hailer” approach (“yell loudly enough and often, surely everyone will hear the messages...”) for the subtler approach of two-way, multi-faceted, genuine and respectful communication.
- » Getting the timing right. If the rumour mill is doing your job for you, then you are too late... Start early, start sooner than early, and continue long after you think your audience has stopped listening.
- » The “digital lens” provides both new opportunities and new challenges. Digital communication brings a capacity to develop innovative approaches and to be timely, responsive and inclusive. It also brings new challenges. Managers working to achieve change need to be a part of – not swamped by - the digital wave.

This will be an experiential session – we practice what we preach! Participants will discover and learn through examples and exercises, drawn from the presenters’ extensive experience as change and communications practitioners in the higher education sector.

These experiences and observations – of both good and bad change communication practice – will enable participants to take away strategies, along with practical tips and tricks, to apply to the challenges of change and engagement in their own organizations.

SESSION 5

The Real Value of an Information Asset Register

KATE KIRBY, CHELSEA HARPER

University of the Sunshine Coast

Kate Kirby is the Information Management Coordinator at the University of the Sunshine Coast. She has over 10 years of experience in the higher education sector, including previous positions in strategic policy development, research information and systems and institutional repositories.

Chelsea Harper is an Information Management Officer at the University of the Sunshine Coast. She has a background in librarianship, with over 7 years of experience in tertiary and commercial libraries, including liaison, technical and management roles.

Conducting an Information Asset Audit, along with the creation of an Information Asset Register (IAR), is a key step in understanding the information management needs of an organization. The benefits of establishing and maintaining an IAR are well documented, specifically IAR use in the identification of a single source of truth, and the allocation of responsibilities, for each information asset. However, an IAR is also a rich dataset that can be utilized to make good business decisions and grow information management knowledge within an organization.

This case study discusses how the IAR established at the University of the Sunshine Coast has been used not only as a key tool in understanding the current information landscape, but as a tool to enhance a number of other initiatives and projects throughout the University. The case study outlines a methodology for conducting an Information Asset Audit and establishing an IAR in an Australian University environment, and presents various uses for IAR analytics both within the information management sphere and beyond.

SESSION 6

From Chaos to Creativity – Enabling Managers to Become Leaders and Building Transformational and Enduring Change

JARROD SHEARER, STEPHEN ROTHMAN
University of Auckland

Jarrold Shearer has worked in Tertiary Education for the last 12 years in the fields of customer service, staff training and education and human resources. Jarrold's current role as Director of Faculty Operations, Arts, has allowed him the opportunity to bring all these skills together to work towards the Faculty of Arts being the most innovative inclusive and supportive faculty for Professional Staff. Last year Jarrold won an Award for Excellence in Contribution to Leadership and Staff Engagement for his work around the large scale change projects underway in the faculty. It is these projects that Jarrold will be speaking about today.

Stephen has worked at the University of Auckland for 14 years, the last eight at the Faculty of Arts. He has a strong focus on people management with an emphasis on developing and empowering staff and presented at the TEMC 2011 in the Gold Coast on this topic. In 2012 he was invited to the Faculty of Science and Technology at Deakin University in Geelong to give a similar presentation on empowerment at their planning day. Stephen enjoys thinking outside of the square and introducing new ideas and concepts and is heavily involved in process improvement related to the significant structural changes currently being implemented.

This paper builds on two previous ATEM presentations about building empowerment and resilience with professional staff in a Faculty undergoing enormous change. 2014 is a year where it has been impossible to manage through the chaos; one has had to instead to lead. Leadership has extended beyond the traditional realms of a "management team" to one where leadership is encouraged and expected at every level of the organization. We have had to balance aspects of central policies and expectation with our own faculty creativity in order to bring everyone on board to believe in the reasons for change and to accept that chaos is a given as the change occurs. As a Leadership Team we have developed levels of comfort with being in a state of flux and this has built to other levels within the faculty. As with our two previous presentations we build our presentation around internal and external research, accepted management practices (ADKAR). We will discuss our experiences and strategies for navigating through the chaos along with practical steps to implement or adapt our approach within your own organization.

The presentation builds around chaos to creativity around three key groups:

1. Students
2. Academic staff and
3. Professional staff

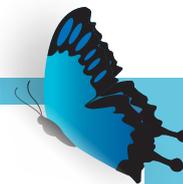
With students our Faculty has employed a number of approaches to build understanding of the change occurring, the most effective have been around developing relationships with key student groups, student support groups such as Tuākana, First Year Experience mentors and the Student Association to explain and interpret the changes.

Academic staff have been our most challenging group to engage with and this has required a significantly higher investment of time with some positive outcomes. The difficulties we have faced is that the academic staff as a group can vacillate between being a group seen as a cohesive whole with a single voice either for or against something and alternative being a group of individuals who see change as how it impacts on themselves at a very personal level. Chaos is seen as unwanted and unnecessary and the reasons for change are pure management bureaucracy as and such not wanted or needed. Trying to balance organization needs with discussions around academic freedom have created a number of tensions.

Professional staff have been on the longest journey but with previous work around empowerment and resilience are the most prepared for the transition through present chaos to future creativity. This group has been supported by their professional staff leadership team and this has manifest in a number of significant differences from other faculty groups of professional staff, including reduced turnover and sick leave.

Moving into a creative phase is now more of a reality than ever, the chaos is dissipating, the new order is settling and those who have been through the process are moving into a more positive space. Now the leadership of the faculty has to focus on delivery on the benefits we promised at the start, meaningful roles, career progression, specialization AND variety in jobs. This is difficult, but achievable but we know it has to be balanced with the financial and operational goals of the University and for our faculty that is our greatest challenge.





SESSION 7

Transforming the Textbook Learning Landscape – Delivering a Device & Publisher Agnostic Ebook Library for Students & the Academic

THORSTEN WICHTENDAHL

The demand for eBooks is steadily growing, and as the market leader in academic text books, the Co-op has just launched a dedicated platform designed to be the key Academic and Student resource in Australia and New Zealand. With a simple interface on a platform which readers can take from device to device over a semester or their reading life, it will be the easy choice for all consumers to establish their eLibrary on.

The Co-op's e-reading platform will allow us to integrate eBooks for both trade and text titles with our current online offering, providing a seamless reading and learning experience.

Powered by one of the world's leading digital developers, The Copia, the Co-op's platform is device and publisher agnostic.

What this means to academics:

- » Confidence that students can access prescribed texts easily, no matter the publisher or source
- » Flexibility to add notes, assignments, quizzes and additional content (video, images, etc) to their students' digital reading
- » Ability to assess student engagement with prescribed texts through usage monitoring features
- » Ability to link students to their digital texts for purchasing via their LMS (eg, Blackboard)

What this means to students:

- » Access to texts from multiple publishers through a single platform, available on all of their devices
- » Ability to purchase both print and digital products in the one transaction at coop.com.au
- » Ability to connect with peers and lecturers/tutors via the interactive classroom or community features of the platform
- » A single library for their academic and general reading.



WEDNESDAY
3 SEPTEMBER

1.55pm – 2.45pm

Concurrent

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SESSION 1

Constructing the New Macmahon Ball Theatre in The Round and Getting it Right With All of its Complexities and Constraints. We've Nicknamed it "The United Nations"

KENNETH HODGSON, JAMES JONES

University of Melbourne

Ken started his career as an apprentice electrician in 1974 with the City of Melbourne Electric Supply and completed his apprenticeship in 1978. Ken did further studies in electronics programmable logic controllers and mechanical services.

Ken was soon promoted to the City of Melbourne Mechanical Engineering Section as a Technical Assistant. Ken then advanced to Technical Officer then onto Team Leader within the section. In 1996 Ken commenced work at The University of Melbourne as a Minor Works Officer Mechanical Services.

Ken continued this role and studies until the mid-2000 when a restructure occurred and Ken was made a project manager within the projects section. In 2010 Ken was promoted to his current position of Senior Project Manager within the Project Delivery section of Property Campus Services at The University of Melbourne.

James Jones is Design Principal of Architectus Melbourne. This is his second tenure at the practice; originally being co-designer on the competition winning design for the Queensland Gallery of Modern Art. In recent years, James has also practiced at Morris-Nunn & Associates and HBV Architects in Hobart.

James Jones won the prestigious 2010 Robin Boyd award for the Trial Bay House, Kettering and the 2008 National Bluescope Steel Award for the Aurora Energy Operations Centre, Cambridge, while a director of HBV Architects.

James completed RMIT's Master of Architecture practice based research program (by invitation) in 2000 and was appointed Adjunct Professor at the School of Architecture, University of Tasmania in 2008-11. He was elected president of the Tasmanian Chapter of the Australian Institute of Architects 2007-9. Leon van Schaik Innovation Professor of Architecture, RMIT has called him a 'true innovator' and has described his work as having a beguiling sense of place and purpose'.

A purpose built new 75 seat lecture theatre is located inside the heritage listed Old Arts building at The University of Melbourne. This new teaching space is designed primarily for the Faculty of Arts' new Post Graduate School of Government coursework programs. The hemicyclic amphitheatrically seating shape encourages student centred learning with face to face debating, discussion and interaction that sustains current pedagogical thinking in higher education.

Analysis of the initial space (Old Student Centre) revealed the existing structural steel and concrete strip beams installed were of adequate size and capacity to create a column free lecture space thus eliminating any additional structural requirements.

The theatre ceiling was a real challenge in its design and construction due to the restricted supporting points from the existing concrete strip beams and infill blocks. Once the existing ceiling had been fully demolished, the structural supports for the new ceiling had to be fully redesigned and special anchor brackets manufactured and installed to support the new ceiling. The steel framed ceiling panels were prefabricated in sections off site and then brought to site and raised on a scaffold platform above the existing joinery within the space and fixed into final position to accept the opal and clear acrylic panels. It was a huge team effort from all involved for the bespoke ceiling

An early design decision to excavate and step down the floor to increase the volume of the loft and sight lines allowed the floor to perform as an air plenum, suitable for low energy use displacement air conditioning system, which proved a real challenge to commission.

An existing light-well void (old water feature) was enclosed with a glazed roof to deliver natural light into the centre of the theatre, reducing the need to use artificial light in the space. The suspended (floating) triangulated ceiling forms a large light diffuser and its contoured shape was acoustically modelled to distribute the natural voice of the speaker evenly throughout the space, precluding the need for amplified sound. The inner floor is paved in stone, recalling the Tasmanian sandstone of the externally clad walls of the historic Old Arts building. Plantation plywood is used for the majority of joinery and desks and all materials are low VOC.

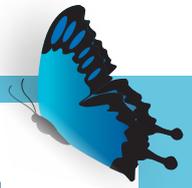
Low energy long life LED lighting is employed throughout the space, with maximum control for dimming and lighting effects.

The design explores current and emerging pedagogical principles for the delivery of tertiary education, including the value placed on face-to-face methods for teaching and learning.

The "Theatre" extends learning experiences by fostering high levels of discussion, debate and interaction. It supports holistic, shared and team-led learning approaches; speakers are free to engage in individual or small group discussions, with full control of audio visual systems.

Continuous circular bands of ply desks define the main theatre shape, sitting on carpet platforms stepping down to the sandstone inner space. Circular enclosing walls accommodate projection screens, writing surfaces, clipping rails, pen trays and acoustic screens. Perforated fabric is used extensively to control reverberation at wall and ceiling level, with staggered insulated wall frames concealed within the cavities. Lighting control is via a touchpad on the fixed lectern and is designed for group presentations, allowing for zoned dimming with natural light block out by an electrically operated horizontal shade.





The selection of materials is tectonic in its functional response and is underpinned by plantation plywood joinery, adjustable natural daylight, low energy light fittings, hard wearing upholstery and displacement air handling utilising the floor plenum of the ‘amphitheatre’.

Thick pile carpet to the walls and lined ceiling define the three entry vestibules which serve as transition zones where sound is dampened upon arrival via the discreet threshold entries.

Floor finishes reference the theatre ceiling with triangulated patterning. At ground level, a sandstone floor accentuates a speaker’s presence, reflecting light, amplifying the voice and referencing the materials of the Old Arts Building.

The colour palette is subtle, with chairs finished in 4 colours, defining the occupants as highlights, with floor, wall and ceiling finishes in recessive and subdued colour tones. The opportunity for the lecturer to leave the lectern and engage with or become part of the audience is supported by audio visual remote control points, extending user participation at each desk band. Discreet adjustable desks are built-in to the joinery to meet disability requirements. Sandstone was selected without grain to accentuate joint lines, further reflected in carpet patterns, ceiling lines and cast shadows when the sun highlights the floor.

SESSION 2

Enlightened Leadership in Asset Management – Managing Complexity and Growth

GRAHAM CONSTABLE, PETER EATON

University of New England, Aqunta Consulting

Peter Eaton, Deputy Director FM Services, University of New England

A senior manager with over 30 years experience in Infrastructure Operations Management; Capital Development, Project Delivery; Strategic Planning; Health/Safety and Business Continuity. Excellent work outcomes are achieved by Peter, in motivating others; to think strategically; to manage within set resources; and to utilise leadership skills and technical knowledge gained domestically and internationally, in the sectors of Agriculture (Livestock and Grain Properties), Animal Health (Research and Infrastructure) and Higher Education (Facilities Management).

Graham Constable, National Manager Facilities & Asset Management

An Operations Director for many years in the Facilities and Asset Management industry, Graham offers experience in undertaking successful in-depth strategic analyses of clients’ infrastructure, business operations, systems and processes, transposing them into the implementation and growth of operational models. He specialises in change, improving the performance of teams and integration of operational models using hands-on experience of building and managing teams. Additionally Graham is a certified Value Management Practitioner completing VM Work Studies for clients.

At the University of New England (UNE), there is a refreshing level of innovative thinking that frames high levels of collaboration between operational, financial and academic staff. The integration and aligning of corporate vision and faculty strategic plans with the myriad components of strategic asset management is palpable.

UNE is demonstrating leadership in its thinking to attract students and staff and to embrace technology whilst wrestling with budgetary and operational pressures. It is addressing future learning demands from its students whilst determining the need for and best usage of supportive physical assets. In implementing this change UNE views as important the cultural and people side of introducing a strategic asset-based approach in order to realise its strategic goals. UNE is integrating what is on the ground (i.e. assets) with the cultural realities and aspirations of the University to help it realise its business vision.

Modern Paradigm

Recent thinking concludes that the line between on-campus and online learning and teaching will in future blur to the point of irrelevance as students either turn up to a room where a class is happening or join in somewhere else on campus, in coffee shops, in one of the colleges or anywhere else in the world, synchronously or asynchronously.

Alignment

UNE is working through its strategy and the operational implications of this potential future paradigm, which in its simplest interpretation means the campus must liberate the University rather than shackle it to physical building assets. This therefore requires a comprehensive understanding of its building stock and the role this plays in enabling modern paradigms such as this one, particularly if it forms the basis of the institutional business vision. Alignment with this vision is critical.

Change

The keystones to this understanding include the garnering of an accurate picture of the condition, operational and functional readiness, flexibility and durability of the physical assets and the recognition of the need for and implementation of associated change. Research estimates that 70% of change ‘efforts’ fail because of the lack of attention given to the ‘people’ and cultural elements of change.

In accepting the premise that it is embarking upon major change in the way it delivers learning and teaching, UNE recognises that this research statistic implies it could fail if its approach to change is not structured, integrated and inclusive of assets, people and culture. Focusing solely on one of these factors will consign UNE to membership of this statistical group.

Enlightened Leadership & Approach

There are two streams in evidence at UNE. Firstly UNE is undertaking a comprehensive review of the condition, functionality, compliance and adaptability of its entire asset base. UNE is investing a significant amount of resources in identifying and documenting an accurate and current picture of its assets. The collaboration between UNE and external expertise is enabling UNE to structure a robust and UNE specific strategic asset management plan (SAM Plan).

Secondly, it is embarking on rigorous discussions around its institutional, faculty and operational business goals and corresponding ways of working (current and future). The second will shape the use of its assets and the first will inform the degree to which innovation can be achieved in the short, medium and long-term. People and their blended experience, passion and willingness to realise the University's vision represent the difference between success or otherwise. UNE is undertaking informed discussions around the innovations needed and changes to traditional practices required for it to reach the adopted modern paradigm.

The framework around which change can be introduced and sustained is the cultural factor, which to a degree is hitherto linked to a reliance upon physical assets and the operational procedures (or shackles) these assets enforce on attitudes, ways of working and business. The major benefits from adopting change include: flexibility (usage of facilities, revenue opportunities and courses), better cost control, the creation of 'value' for its stakeholders and the ability to plan and to project the University brand worldwide.

Conclusions

Integrating what is on the ground (i.e. assets) with the cultural realities and aspirations of the University as a means of helping it to realise its business vision requires enlightened leadership and a determination to change from traditional practices. Innovation does not occur naturally nor does its introduction. Being informed allows informed decision-making. The means to becoming informed requires a break from traditional asset management thinking so that non-asset solutions can increasingly take their place on the menu of options.

SESSION 3

A Case Study of Community Engagement with Tangible Outcomes

ANA SALA-OVIEDO, ROBERT BURTON, EMMA MARSHALL

The University of Melbourne, TAFE SA, Department For Further Education, Employment, Science and Technology (DFEEST),

Ana is passionate about learning and learning spaces. She is currently undertaking a PhD through The University of Melbourne as part of an ARC grant, looking at the Evaluation of 21st Century Learning Environments.

Acting as a change agent Ana has used research and evidence-based design principles to link pedagogy and space, matching 21st century aspirations for teaching and learning with contemporary learning space design. Her experience in both the architectural design of educational institutions and educational theory has helped her act as the prime interface between designers, educators, students, members of the wider community and other key stakeholders to co-create learning environments for new and emerging teaching, learning and research paradigms.

This has required engaging with whole organisational change in which the success of new campuses, new spaces, new curriculum, new delivery methods and new use of technology all rely on an associated cultural change.

The University of Western Sydney vision statement is "Bringing knowledge to life in Greater Western Sydney through community and business engagement with our learning and our research." In late 2013, the University lived up to its vision aspirations by reaching out to its community when they were in a time of disruption and distress. The university has 2 teaching campuses at the foot of the Blue Mountains and has long considered Mountains residents to be part of the UWS Community.

Between 17 and 24 October 2013, fires raged through the Blue Mountains' townships of Winmalee, Springwood, Yellow Rock and Faulconbridge and threatened the townships of Valley Heights and Warimoo, in the end destroying over 200 homes in Winmalee, Springwood and Yellow Rock. There was also a major fire front threatening Lithgow, Mt Victoria, Bell and Mount Tomah which moved down towards Kurrajong and its surrounds. A total of 10 homes were lost in these areas. The Blue Mountains community was devastated by the toll the fires took and the effect on its residents. Fortunately, no human lives were lost.

The unpredictability and intensity of the fire caused by weather conditions resulted in the closure of all State and independent schools in the Blue Mountains on the days of highest risk. The NSW Higher School Certificate examinations were in full swing when the schools were closed and HSC candidates either had to travel long distances to sit exams at other high schools, or missed exams all together.

The disruption to HSC exams caused additional distress to families already significantly stressed by the fires. Everyone in the community wanted to help, but there was very little help that would be useful. However, the then UWS Vice-Chancellor, Professor Janice Reid knew there was something she could do that would genuinely help these students and relieve a small part of the stress on them and their families.

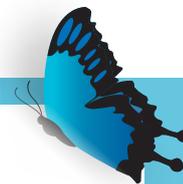
In the days following the fires, Professor Reid, announced the Blue Mountains Stay On Track initiative. This initiative guaranteed places at UWS in degrees or pathways courses for HSC candidates impacted by the closure of their school during the exams, and also offered scholarships to those students who lost their homes in the fires.

The promotion and implementation of the initiative was pulled together in a few days by a dedicated team of staff at UWS. The goals were to offer all interested HSC candidates the opportunity to participate in and succeed at tertiary study and to minimise the administrative burden on the impacted students to prove their eligibility.

The presentation will:

- » explore the University's commitment to its region and its community
- » explore the development, launch and implementation of the Blue Mountains Stay On Track initiative
- » comment on the value of established relationships
- » report on the outcomes of the initiative





SESSION 4

Caught Standing Still? Or Thriving By Moving Forward: Adapting to Change in the Tertiary Environment.

DANIELLE GERICKE, BEN EVANS

University of South Australia

Ben Evans has been working for the University of South Australia since October 2007 and is currently the School Manager in the School of Natural and Built Environments. He has also held leadership positions in various industries including retail, hospitality and finance. He has a keen interest, and strong background, in training and development as well as, a passion for coaching. Believing that you can only be as good as the people you surround yourself with, so choose wisely and develop freely.

Danielle Gericke has been the Team Leader: Academic Services in the School of Natural and Built Environments since May 2011. She has been at the University of South Australia since August 2009 after having worked in the private sector for 17 years managing teams primarily in the areas of customer service and administration. She has a background in Administrative Management and Human Resource Management and is committed to process improvement, organisational development and staff professional development.

Is change really a dirty word? Can managers position their teams to be adaptable to change? Join us while we recount the story of two courageous professional staff who battled through waves of 'adversity to change' and waded through mangroves of 'stick in the mud staff' to emerge victorious as leaders of a professional team that is often used as the benchmark for others. Much like the natural and built environments, changes to team structure, functions and process can and do occur over time, so adaptability and resilience should be key characteristics of any team. Through education, relationship development and empowerment, the professional staff team of the School of Natural and Built Environments broke free from the shackles of resistance to change and have subsequently been able to grow together and function as a cohesive unit in the ever changing tertiary education environment.

In 2010 the University of South Australia implemented the largest change management projects in its history. One of the first Schools to undergo change was the School of Natural and Built Environments (NBE). At the time, management and members of the school team found themselves facing a very different landscape. This new landscape required dealing with the fall out of redundancies, new staff appointments, redefined roles and ultimately, unrest. Negativity was rife in most areas.

If you have ever found yourself responsible for leading a team of people, or even as part of team that needs to change, then we have the presentation for you. We will focus on how, as leaders, we broke down silos and created a team that took ownership of a shared common goal. Setting this goal allowed us to build a highly regarded team that could, and still does, provide exceptional support through the development of sound relationships, advice and solutions wherever possible.

Ultimately we experienced increased commitment and empowerment of individuals to both the tasks they had been made responsible for and the team result as a whole. This collaborative working environment and adaptive team culture ensured that the staff of the NBE Academic Services team were multi-skilled, able to face any further challenges and above all, took pride and ownership of their place within the school.

Whether you're at the helm, or down below among the frontline mess that can often come with change, we aim to share our experiences and give you an insight into how we went about successfully changing attitudes and behaviours through education and, improving communication, coordination and cooperation through relationship building. We will not claim to have all the answers, and much of what we will share is not ground breaking, but it will be an interesting and insightful view into how the School of NBE managed to buck the negative trends of change management, evidenced by the fact that 4 years post implementation the school has retained almost 100% of its Academic Services staff. A culture of mutual trust and recognition between Academic and Professional staff is also evident and the team is frequently a go to, for process improvement and benchmark for service activities.

So come along, and let us expand further on the team development process and how it enabled the team to be positioned to adapt to, and embrace, both additional changes the university experienced, and any that may be thrown at us in the future. Take a little, take a lot or just grill us at the end and let us possibly take something from your experiences as well.

SESSION 5

IT / Faculties: Building Effective Partnerships

DENISE BLACK

UNSW Australia Business School

UNSW Australia's nine Faculty General Managers commenced a discussion with UNSW IT with the aim of further strengthening the partnerships. The GMs and IT Senior Management worked together to design and execute a number of workshops to achieve a number of objectives.

This paper discusses the design, execution and outcomes of workshops focused on the following questions:

- » What is the UNSW Australia Faculty and IT Partnership Strategy
 - » Where is the Faculties voice in the governance?
 - » How can the Faculties and IT better work together to develop, and support business change initiatives?
 - » How do we build an even stronger relationship between Faculties and UNSW IT?
 - » What do we require from an engagement and relationship model?
- Successes and challenges arises from the workshops will be discussed from both the IT and Faculty perspective.

SESSION 6

Friends Across Swanston Street: Building Cross-Unit Connectedness Through Mentoring Partnerships

ANN HORNSBY, KAI JENSEN
RMIT University

Ann Hornsby, BSc [Melbourne University] - Senior Project Officer, Student Administration, RMIT University. Ann has worked in management positions in student services and student administration for eight years. In her current role, Ann manages projects that span all aspects of student administration and staff professional development.

Dr Kai Jensen, BA [Hons] (Otago), PhD (Auckland) - Deputy Director, Academic Policy and Governance, Academic Registrar's Group, RMIT University. Kai has experience of a range of academic service, project and policy roles in five institutions in Victoria and New Zealand over the past 20 years.

In the 2010 and 2012 staff surveys, RMIT staff identified cross-unit co-operation as an area requiring development. Academic Registrar's Group (ARG) staff also indicated a need for mentoring to support their career development, in a staff suggestions process internal to the ARG.

In 2013 the Academic Registrar's Group, Student Services Group and the College of Science, Engineering and Health collaborated to deliver a pilot mentoring program for professional staff. Human Resources assisted with planning the program and provided resources, pending the promised development of a University-wide mentoring scheme. The aim of the pilot was to connect staff across the three units to build mutual understanding and break down 'us and them' polarities, while supporting career development and fostering mentoring skills.

This paper/presentation assesses the effectiveness of the program through the findings from participant evaluation surveys and steering group observations in relation to literature on mentoring.

SESSION 7

A Case Study of Community Engagement with Tangible Outcomes

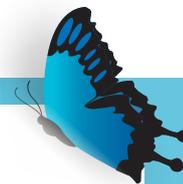
ROBYN CAUSLEY
University of Western Sydney

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 University of Western Sydney. 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.

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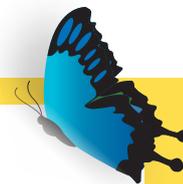
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POSTERS

POSTER 1

That's a B.I.G. Idea!

SARAH CHANDLEY, JANELLE PEARCE

Deakin University

Sarah Chandley has a background in Chemistry, Forensic Sciences, and Occupational Hygiene. Sarah has worked at Deakin University in the Technical Services area of the School of Life & Environmental Sciences, Faculty of Science, Engineering and Built Environment for the past 2 years and has recently moved into a managerial position.

Janelle Pearce has worked at Deakin University for the past 4 years in administrative roles with duties that include Human Resources, web development and event management. Janelle recently received a Vice-Chancellors Award for staff development and will undertake a Diploma in Management later this year.

Staff engagement has become a focus across tertiary institutions in recent years. Links between staff engagement and work output have been established, and the impact on the student experience is also strongly considered. Deakin University is no different to other Universities, it has a high-paced work environment where timely outcomes are expected, and the student experience is paramount. Theories of how to improve the experience and grow student numbers are considered frequently, and ideas within teaching areas on how to do this are fostered. The Faculty of Science, Engineering and Built Environment (SEBE) B.I.G. (Big Ideas Group) was formed in 2012 at Deakin University as an outcome of an engagement project completed by School Managers within the Faculty. Staff engagement was highlighted as an area to focus on within the faculty, and became the key topic at the 2012 General and Technical Staff day. A key outcome from this day was that engagement is to be shared and owned by all professional staff within the faculty, and forming a group to take ownership of this was the first step.

The group consists of 11 Professional staff (General and Technical) representing Schools and Faculty offices from all four campuses, that meet on a regular basis to discuss ideas or issues which are relevant, in particular to all faculty Professional staff; but also to Deakin University and the community. Representatives liaise with staff and work groups to develop ideas and implement initiatives that will assist in improving staff engagement.

It was a big first year for the SEBE Big Ideas Group. A great day was had by all attendees at the Faculty Professional Staff Away day in May 2013 - Choose your own path - which was organised by the B.I.G. group and resulted in great attendance, positive feedback and exciting ideas for future sessions. The day focused on not only staff engagement and professional development, but also the benefits of positive relationships, networking and social interaction. The year also saw the implementation of Casual Fridays within the faculty, an initiative to not only encourage engagement and a community atmosphere, but to benefit local and national charities - over \$2800 was raised in 2013 and distributed to eight different organisations!

The success of this group is attributed to the support from the professional staff within the faculty, as well as management support and collegiality. The group is responsible for setting its own goals and introducing initiatives, giving each member the power to improve employee relations within their area as well as across the faculty.

POSTER 2

Innovation in 21st Century Engineering and Manufacturing

PAUL DE PODOLINSKY

Gray Puksand

Paul is an architect and Partner at Gray Puksand, where he is the Sustainability leader for this national practice. He has compiled an extensive portfolio of commercial, refurbishment, workspace and institutional projects, many of which include educational buildings from preschool to tertiary level.

Paul has a passion for delivering highly detailed projects and producing unique solutions for Clients. Paul has a passion for delivering highly detailed projects and producing unique solutions for Clients.

His career in the construction industry began as a structural technician with Arup in 1983, followed by architectural studies at Deakin University. As part of his architectural training, Paul attended the Danish International Studies program in Copenhagen.

Paul is the Partner in charge of the Deakin University CADET (Centre for Advanced Design in Engineering Training) at the Waurn Ponds Campus and Federation University Manufacturing Engineering Skills Centre (MESCC) at the Ballarat Precinct, SMB Campus, which form the case studies for this presentation.

This proposal assesses the process of engaging with industry that formed a significant factor in consideration for change within engineering at a professional level and manufacturing and trade training industries. It explores the future requirements for engineering and manufacturing sectors and how engagement + industry + review of international institutions affected the planning and educational outcome at university degree level, via the Deakin University, Centre for Advanced Design in Engineering Training (CADET), Waurn Ponds Campus and the trade training level at the recently completed Federation University Australia (FUA) Manufacturing Engineering Skills Centre (MESCC), located at the SMB Campus, Ballarat.

The paper will be presented in collaboration with Professor Guy Littlefair, the Dean of Engineering in the Faculty of Science, Engineering and the Built Environment at Deakin University, and potentially, Mr Barry Wright, Executive Director, Industry Skills Centre at Federation University Australia or similar representative from FUA.

The recent closures in Australia's automotive manufacturing industry are indicative of the struggle for traditional engineering industries to remain viable in this country against international pressures. Similar pressures can be foreseen in many other manufacturing industries; food, mining, civil and construction. These industries rely heavily on technical solutions from professional engineering bodies and associated trade industries to survive.

The recent evolution of green buildings has seen the need for the design industry to complete more holistic solutions, where each and every aspect of the building forms a synergy to achieve a simplistic and sustainable outcome. The approach is very different from secular architecture and engineered solutions of the recent past.

To remain sustainable, the engineering disciplines and associated trades need to branch further into knowledge based economies, rather than purely rely on minerals or manufacturing skills. Change starts at the education level and the profession of engineering, the skills of manufacturing and technical trade's people need to adapt to change.

Degree based qualifications have typically been established in a segregate manner, with curriculum and qualifications defined by associated industry bodies and governance.

Most degree level engineering institutions follow a 'cover all' first year, which classically translates to individual silo based disciplines such as civil, structural, mechanical, electrical, hydraulic, fire, mining, aeronautical, geographical and sustainability. Traditionally, each of these disciplines requires separate learning environments supported by specialist labs and often housed in individual faculties.

At trade based institutions, the required level and skills are established by trade sectors, educators and industry requirements. Typically this is a singular trade associated with the individual apprenticeship gained e.g. welder, boilermaker, fitter and turner. The trades normally require exact equipment relative to the trade practice. The facility is then structured around the 'dirty' or 'clean' environments required.

So how does this affect contemporary learning environments? How do they cater for current industry requirements and professional qualifications yet are flexible enough to morph for future requirements? How do they adapt to change within the industry?

At CADET, to respond to change, they have developed "a new approach to teaching, involving hands on, 'under one roof' access to state-of-the-art engineering design, modelling and prototype facilities, and a modern design-based learning embodiment".

At CADET they have developed "a new approach to teaching, involving hands on, 'under one roof' access to state-of-the-art engineering design, modelling and prototype facilities, and a modern project-based learning approach". The purpose is to 'evolve' a bigger pool of skilled engineering students that will respond to problems, through creating, testing and challenging solutions to achieve an end product, for something that in principle may not yet exist. The approach is to develop an awareness that responds to change as Australia's

The Stamford "D" School, Royal Academy of Arts Imperial College and other international institutions were explored to test solutions and develop synergies between educational settings that promote student centred learning. The experience assisted development of settings that support Project Orientated Design Based Learning (PODBL), central to the education rationale of CADET.

Traditional secular engineering labs have evolved to be more flexible and multivalent in use, without compromise to technical equipment requirements. Student centred learning environments develop around industrial design like creative studio environments. Design Based Learning (DBL) pods imply the notion, "the lecture theatre is almost dead".

Engagement with contemporary industry was also explored to form 'the Australian context' and uniqueness for CADET. The collapse of the Australian automotive industry had similar origins to recent crisis in places such as the UK. The experience of this period has assisted the project vision to engage with the wider industry to develop an





innovative and evolving future proof thought process.

At FUA's MECS facility, the educators face similar problems of addressing technological change and developing skills training that needs to adapt from traditional roles to specialist trades such as robotics and Nano-technology. The industry requirements are becoming extremely precise with progress of specialist equipment and skills required.

From a teaching perspective, this is expensive and impractical to adopt singularly. FUA's approach is to 'train' for change and adapt for technical evolution. FUA engaged with industry to make certain they 'remain on track' for change, to ensure they provide the right grounding for employers to adapt apprentices to their needs. This engagement was critical to the development of technical equipment, available space and adaption for technological change.

The effect is that traditional 'dirty' trades are declining, while 'clean' trades expand to accommodate industry demands. Yet programmers of technical advancements in robotics or Nano-technology need to know (and feel) the traditional trades.

A balance between 'dirty' and 'clean' environments is crucial. This affects the planning and technical support of the facility, and flexibility to adapt for spatial change as industry transforms from traditional skills based equipment to advancement of technically based trade environments. The greatest change is in technological support, software upgrades and connection between computer lab based environments, traditional plant and equipment, robotics, and rapid prototyping. The application of technology to simulate trade environments forms part of the solution. Like the degree based engineering approach, the technical skills trade looked to industry and international examples to help localise the requirements for their region.

POSTER 3

Research Facilities - Designing for Change

JAMES EDWARDS

Hames Sharley

James Edwards is a director of national design practice Hames Sharley and heads the firm's Tertiary Education, Science and Research portfolio. He has specialised in research facilities for the past twenty years and has completed award winning projects in Perth, Darwin, Adelaide and Hobart.

Research is highly valuable to the standing of universities and to the national economy, and research facilities need to be intelligently designed to meet changing needs.

Universities employ over 110,000 people and directly contribute more than \$23 billion to GDP. Australian Universities attract over one million students and University graduates are worth \$188 billion to the economy annually and pay \$32 billion in tax.

The economy of the future relies on universities producing graduates with the right skills, and on university research creating new products, industries and technologies. International education is Australia's fourth largest export, and maintaining competitiveness as a destination of choice for international students, teachers and researchers, is a national economic and reputational imperative.

Australians make up less than 0.3% of the world's population but account for over 3% of the world's scientific research output. Australia has produced 12 Nobel Prize winners and countless breakthroughs.

How do contemporary research facilities respond to the changing drivers of research?

Where are the emerging universities and research institutions?

State of the Nation

A brief overview of recently completed and planned research facilities around Australia.

Where are the research dollars spent and where are the next areas of growth?

Western Australia has a rapidly growing population and economy but receives only a small percentage of national research investment.

The Northern Territory is growing in importance strategically and is seeing a strong growth in research.

Planning Effective Research Facilities

Case studies on the recently completed Harry Perkins Institute of Medical Research in Perth and the Menzies School of Health Research in Darwin illustrating some key emerging trends in the design of research facilities.

Conclusion

Costs, qualities and future directions.

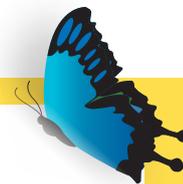
**Inspire a shared vision,
Challenge the process,
Enable others to act,
Lead the way.**



HINDMARSH

Leadership at work

Property
_Capital
_Construction
_Development
_Parking
_Retirement



POSTER 4

Developing Service Level Agreements between Administration and Academic Staff

CARA JANE SMITH

Otago Polytechnic

Cara-Jane Smith has been an administrator in tertiary education for over 15 years. Having started her administration career at the University of Otago, where she worked for nine years, Cara then moved to Otago Polytechnic in 2007. During this time she has advanced in role to Administration Team Leader, School Operations Leader and is currently the Educational Support Leader for the School of Architecture, Building and Engineering. As Educational Support Leader Cara is responsible for the administrative processes in the school, financial reporting, pastoral care of students, school human resources processes and school marketing events. Cara's particular interests are in customer service, administrative procedures and developing effective communication and support processes for all staff.

Service level agreements are set up to clearly define the roles of two or more parties. Often in a tertiary setting agreements are set up between internal and external clients or internal clients from different areas, for example, marketing and IT services. With the implementation in some institutions of self-managing teams it is becoming vital for agreements to be set up within schools between administrative and academic staff. The service level agreement between academic and general staff is used to not only clearly define roles but make sure there is no double handling of tasks. With a service level agreement academic staff will clearly know what areas they are responsible for and to what extent and the same goes for administration staff.

In 2013 Otago Polytechnic grouped academic staff into self-managing teams based on their area of expertise. For example a construction team was set up for carpentry staff, a built environment team was set up for Architectural Draughting, Quantity Surveying and Construction Management staff. The role of each self-managing team was to look after their own financial, marketing, pastoral care and teaching requirements. This led to the question, what role does administration staff play in this concept? Administration staff felt that academic staff were taking on too much of their role and academic staff felt they were doing too much administrative work. To better organise this the School of Architecture, Building and Engineering set up individualised service level agreements between each self-managing team and the educational support team (administration team). The purpose was to define roles for each side and make clear to academic staff what tasks administration staff could undertake for them. The service level agreements were individualised to each team as some academic staff wanted to look after pastoral care within the team, whereas other teams were willing to hand this over to administration staff to look after. The implementation of the service level agreements is still in its early stages but has given clear direction to both sides of who does what. It has so far proved a positive experience and all sides have adopted it enthusiastically. The next step is to write procedures for all tasks for each group so these are easily understood.

The poster will outline the development of a service level agreement for the School of Architecture, Building and Engineering at Otago Polytechnic. It will clearly describe the purpose, the process, the implementation and the measurement of its effectiveness.

POSTER 5

Sustainable Volunteerism: Using a Targeted Approach to Recruit and Retain Volunteer Simulated Patients

SHAWN TYLER

University of Wollongong

Shawn Tyler is the Coordinator: Volunteers for the Graduate School of Medicine (GSM) at the University of Wollongong, NSW. This role requires community engagement within local and university contexts to recruit volunteers to act as simulated patients. Volunteers work with medical students allowing the students to practice communication and clinical skills with real people.

Shawn has a background in nursing working as an Enrolled Nurse across a broad range of public and private clinical settings including Medical, Surgical, Obstetric and Operating Theatre nursing. This experience led to a connection with the GSM and Shawn joining the Clinical Skills team working as a technician and as part of the Volunteer Programme. He took on the Coordinator: Volunteers role in 2013.

He is currently completing a Bachelor's Degree in Primary Education through UOW.

From its inception in 2007, the University of Wollongong's (UOW) Graduate School of Medicine (GSM) has recognised the value of Volunteer Simulated Patients (VSP's) as integral to delivering rich learning experiences for medical students. As part of the Volunteer Programme, such volunteers draw on their expertise as local health care consumers to work alongside medical students allowing them to practice relevant clinical skills. Thus helping students learn and practice appropriate communication while providing directed and immediate feedback on student performance. Such rich learning experiences can enhance the medical students' professional development and volunteers themselves feel they play an important role in training future doctors. However, ongoing and sustainable recruitment has historically been a challenge. In response to the ever changing face of local volunteerism, a flexible and targeted recruitment strategy was required to meet GSM curriculum needs and facilitate better engagement with often fluid volunteer populations.

Aim

The aim of this project was to identify and understand diverse potential volunteer populations and implement a recruitment strategy to increase and sustain VSP numbers within the GSM. This was to be achieved through the establishment of new UOW based cross campus collaborative relationships, local community partnerships and by the refining of existing community engagement approaches.

Method

After identifying several potential volunteer populations within and external to UOW, a targeted volunteer recruitment plan was designed to better address the volunteer needs of the GSM's Clinical Skills curriculum. The existing volunteer cohort was to be augmented to better reflect existing community representation within local health care contexts. It was also acknowledged that Indigenous volunteers were underrepresented in the existing Volunteer Programme cohort. Culturally sensitive community engagement with Indigenous and other culturally diverse groups was a priority.

Results

Implementation of a targeted recruitment plan has seen the establishment of significant relationships with several community based groups and organisations and greater cross campus collaboration between the GSM and other UOW faculties. VSP's have been successfully recruited through View Clubs, University of the 3rd Age, Retirement Villages and local Psychological health service providers such as Warehouse One7.

Volunteer Programme communication, training materials, promotional literature and personal engagement styles have been adapted to suit the unique requirements of diverse volunteer populations. For instance, successful engagement with local Indigenous groups has resulted from developed of culturally-specific promotional materials in collaboration with the GSM's Indigenous Health Unit. Improved cross campus collaboration has seen an increase in VSP's aged 18-26 to now represent 24% of the existing Volunteer Programme. These volunteers have primarily been sourced from UOW's Faculty of Science, Medicine and Health's School of Medicine. Many who are currently studying a Bachelor of Medical and Health Sciences have a view to study Medicine later in their careers.

Overall, the GSM's Volunteer Programme has experienced a 64% increase in participant numbers over the past 18 months.

Implications

In terms of volunteer recruitment, organisations can benefit from the implementation of a targeted recruitment approach to identify and connect with local community volunteer populations. By adapting the message and being flexible in method, any organisation can develop and use a needs driven, culturally sensitive and sustainable volunteer recruitment strategy that will suit the specific needs of any potential volunteer base.

This poster will aim to show how implementing targeted volunteer recruitment practices can aid in the establishment of enduring community partnerships and collaborative professional relationships that can positively address any organisations volunteer requirements.

KEYWORDS: TARGETED, VOLUNTEER, RECRUITMENT, COMMUNITY, SUSTAINABLE, COLLABORATION.

POSTER **6**

**The Institute of Marine & Antarctic Studies
A 5 Star Success**

DAVID
Umow Lai

David (CPEng, MIEAust) has over 30 years of industry based experience in the design and construction of mechanical building services in almost every market sector, specialising in research and advanced technology projects.

David is a Group Director and Mechanical Discipline Leader of Umow Lai, a national building services consulting practice with offices and affiliates throughout Australia, New Zealand and South East Asia.

David is passionate about minimising the environmental footprint of research facilities, which can use 10 times as much energy as an office building of similar size. In pursuing his passion David has been involved in a number of 5 and 6 Star Green Star laboratory projects that incorporate world leading sustainable features without jeopardising the important research work undertaken in the facility.

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.

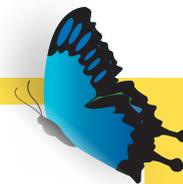
The IMAS building has been designed to be efficient and inspiring, flexible and adaptable and promote internal and external public interaction. The design is sympathetic to the important history of the area and its former and current maritime uses, but will also be long-lasting and memorable.

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.

POSTER 7

Australian Student Accommodation within an emerging global asset class

CONAL NEWLAND

JLL

Conal is a Director in the Student Accommodation Services team covering Australasia and brings 10 years sector experience advising both universities and private sector clients. He relocated to Australia at the start of 2013 after having worked in the UK since 2004 where he acted on behalf of over 20 top universities on various residences projects including short-term accommodation and completed transactions totalling 10,000 bedrooms.

Conal has extensive experience in valuation and advisory and the acquisition, development, refurbishment, operation, maintenance and disposal of student accommodation. He is currently acting on behalf of a number of universities, major developers and investors with existing operations and looking to enter the Australasian market.

Global Market Overview

Over the last two decades, the global student accommodation sector has experienced rapid growth, fuelled by favorable demographic trends and increased participation in Higher Education. The rise in student numbers has created strong demand for student accommodation, but universities across the globe were unprepared to react to the rise in enrolments and maintain an adequate supply of new accommodation; while at the same time, many on-campus facilities have become outdated and in some instances obsolescent.

During this period, the student accommodation market has undergone a transformation, the private sector responded to the strong demand, developing purpose-built accommodation aligned with students' requirements, but it is at different stages of development across the globe. While the institutional student accommodation market has matured in the US and the UK, it is still in the early phase of development in Australia and is immature in Asia and most of Europe.

Within an increasingly competitive global market for Higher Education, the provision of high quality residences can establish a key point of differentiation when marketing against competitor universities. The ability to improve the student experience beyond the classroom and to provide safe and secure living and learning environments are two key drivers for universities considering renovating existing student accommodation, or building new accommodation.

In the UK there has been significant growth in the last 10 years with universities partnering private sector developer / operators in a range of transaction structures to deliver accommodation projects. The management of accommodation to protect assets and maintain value, together with the delivery of soft services and pastoral care in a partnership arrangement are integral to the long-term success of these projects.

As an emerging global asset class, student accommodation is of particular interest to investors due to its recession hedge characteristics (less cyclical performance), high occupancy rates, ability to deliver a stable income and consistent rental growth underpinned by the solid demand fundamentals associated with it.

The Australian Market

Traditionally, universities in Australia have been the main providers of on-campus student accommodation in the form of colleges and dormitories. Overall, this accommodation is usually communal, catered and is largely occupied by undergraduate students. However, the rapid rise in overseas student numbers has created a strong demand for high-quality purpose built student accommodation.

The private sector responded to the strong demand, but developed high-rise, high-density accommodation with often a rapid exit and an investment return in mind, without considering students' needs. Initially, student accommodation assets were built by small-scale developers and marketed to retail investors via strata schemes with the purchase price below that of the equivalent residential product. Many of these assets have frequently not considered optimising student needs.

In more recent times, strong and growing demand for student accommodation has attracted specialised student housing developer / operators that recognise the importance of Australia as a strong growth market due to its proximity to the rapidly growing and upwardly mobile student population in Asia, the transparency of its real estate market and its internationally reputable Higher Education system.

In order for the Australian Higher Education market to maintain its position with global competitors a significant amount of new purpose built accommodation will need to be built in the short to medium term. This will involve university and private sector participation in the development and operation of accommodation and in many instances opportunities for collaboration between the two. An increasing amount of completed high quality accommodation will attract institutional investment into the sector, creating further opportunities for universities to engage with private sector capital. In the last six months this institutional activity has gained momentum and in early 2014 Macquarie Capital and the Government of Singapore sovereign wealth fund GIC have entered the Australian market with the purchase of Iglu and its development pipeline.

The emergence of different partnership models elsewhere in the world also provides Australian universities with a window of opportunity to examine and select the most appropriate model of student accommodation provision to meet their strategic objectives and provide accommodation of a suitable quality to attract students in the increasingly global market and contribute significantly to student experience. Universities can make the choice to deploy their own capital for core academic buildings and use third party capital to develop halls of residence whilst exerting significant control over the way in which the halls are run and managed.

KEYWORDS: STUDENT ACCOMMODATION, GLOBAL ASSET CLASS, UNIVERSITIES ESTATES, STUDENT EXPERIENCE



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